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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, a resource list, sample forms, instructional materials, and evaluation instruments, is designed to introduce the students to careers in international travel, trade, and communications. The introduction offers a career area definition, course objectives, a course strategy, procedures, and a suggested time table. The learning activities are organized into objectives, procedures, and resources and cover the following areas: introductory activities, foreign language careers, translating--interpreting, foreign service, teaching a foreign language, airline services, customs and immigration, travel agents, related careers, and self-evaluation of career maturity. Teaching strategies include role playing, discussion, information-gathering, interviews, and field trips. The appendix contains job titles, forms, worksheets, sample travel documents, self-evaluation checklists, and a resource guide. (JB)

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CAREER EXPLORATION 9 – 10

EXPLORING CAREERS

IN

INTERNATIONAL TRAVEL, TRADE AND COMMUNICATIONS

(Tentative Copy)

1973

CAREER DEVELOPMENT K – 10

CINCINNATI PUBLIC SCHOOLS

2

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CAREER EXPLORATION

CINCINNATI PUBLIC SCHOOLS

GRADES 9-10

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IN

INTERNATIONAL TRAVEL, TRADE, AND COMMUNICATIONS

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First Edition
1973

CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.

Donald R. Waldrip, Superintendent
Cincinnati Public Schools

CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide experiences related to career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis is on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

Stanley A. Marsh

Stanley A. Marsh
Administrative Assistant to
the Superintendent

FOREWORD

This manual is one of a series produced by Cincinnati Public Schools as a part of a project to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about an occupational area that will provide a more in-depth study than presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

This manual was developed by Miss Pat Breiner, Spanish and History Teacher at Aiken Senior High School. Jack Ford, an instructional consultant, conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Coordinator of Instructional Services.

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I. INTRODUCTION

A. Definition of Career Area

Many people persist in the belief that a person who wishes to follow a career in foreign languages must necessarily become either a translator or interpreter. This is a very limited view of the potential careers in foreign languages. Few people use foreign language to the exclusion of all other skills and knowledge, and it is this fact that is the key to countless job opportunities which utilize foreign language. To some occupations, foreign language is the major component (translator, interpreter, foreign language teacher, military interrogator or linguist), but even in these cases other skills in geography, political science, education, technological areas, or military science may be necessary. To other occupations, a foreign language background is a required component of the occupation. Foreign Service officers, customs officers, immigration officials, travel agents, airline stewardesses and pilots, and businessmen in the import-export business would all be included in this classification. It should be evident that foreign language study can be an important factor in gainful employment in the very diversified occupations mentioned above. In addition, increasing technological advancements will soon be contributing to more job opportunities in foreign languages. This career area includes occupations which either have the knowledge of a foreign language as a prime requisite or in which a background in a foreign language would be an asset. It also includes occupations devoted to contact with and increased communication with people of other nations. Skill in foreign languages are very helpful in these occupations.

B. Course Objectives

1. To impress upon the student the value of foreign language study as a means of reaching the goal of gainful employment.

2. To emphasize that the student's own abilities and interests in other fields are to be encouraged along with skills in foreign language so that, in the end, he will be prepared to use his language in a field that will be interesting to him (airline services, foreign service, teaching, etc.)

3. To explore specific occupational areas listed below which utilize a foreign language:

   a. Translator - Interpreter (including military and business uses of the field)

   b. Customs & Immigration Officials

   c. Foreign Service personnel (for State Department and other U.S. agencies such as Peace Corps, U.S. Information Agency)

   d. Teaching foreign languages (on all levels, elementary to college)

   e. Airline services (including pilot, stewardess, ticket agent, mechanic etc.)

   f. Travel agents (including tour directors and guides)

B. Course Objectives (Continued)

4. To use self-analysis quizzes and job information sheets to help the student select which career (of the ones listed above) he/she is most interested in, and to which he/she is best suited.

5. To have each student compile a class notebook of useful information to which he/she may refer in future years when he/she wants to apply for these jobs or when he simply needs guidelines in his/her own leisure travel or everyday life (i.e. how to apply for a passport, how to ship goods overseas, etc.).

6. To help students develop acceptable standards of behavior such as desirable personality, emotional control, dependability, responsibility and loyalty.

C. Course Strategy

1. Introductory Activities

a. The introductory period has two goals: (1) to catch the students' interest immediately and (2) to provide the student with useful information in a travel-related experience which he may use later in his everyday life.

b. Briefly, the introductory activities are: (1) a brainstorming session to discover and rate according to interest those careers which use a Foreign Language, (2) a simulation of the process of applying for a passport, (3) infromation-gathering from this simulation activity (information to be written down on a sheet provided to the students and put in student notebook for later reference) , and (4) discussion of other documents needed for travel or for occupations in one of these international areas. (See the pages following this introduction for more detailed explanation).

c. Two days is the suggested time needed to cover the introductory period.

2. Procedure

After completing the introductory activities, the class as a whole should proceed through the six major learning activity units (listed above in #3 of "Course Objectives"), in order to give the student a background in all of the available fields.

Having gained this background, each student should then have the opportunity to choose from among the many fields he/she studied the one which most interests him/her. Small group field trips should then be organized for individual students so that they can observe and investigate their own major interest area in more depth (i.e. a group of 4 students may be sent to observe a travel agent, 2 others may elect to go to the customs bureau, while others may go to the airport).

C. Course Strategy (Continued)

The student should keep a class notebook which should be collected and graded towards the end of the course. This is designed to help keep the student current with his class activities since he will be asked to add various class sheets and homework assignments to the notebook day-by-day. See the outline for student notebooks in the appendix of this bulletin.

A special experience being planned for students in every career exploration course is a small group "Exploration Trip." Effort has been made to make this as simple as possible for the classroom teacher. As noted in Appendix C-3 these trips may take place before the first class meeting if the exploration course is scheduled for the 2nd, 3rd, or 4th quarter.

3. Evaluation

The last exploration activity in this course will ask each student to participate in a "Self Evaluation of Career Maturity" and will provide each student an opportunity to analyze and discuss their career-related experiences.

Evaluation of each student should be based on how well he completes the objectives and learning activities of each unit. Individual teachers may choose to give quizzes or tests as they wish over the material to see how much was actually learned. In addition, the student notebook should give the teacher a final clue as to just how much effort a student put into the course and what grade should be assigned to him.

D. Suggested Time Table

Exploration Activity #	Title	Days
1	Introduction to Course	2
2	Use of D.O.T.	1
3	Foreign Language Careers	2
4	Translating-Interpreting	5
5	Foreign Service	5
6	Teaching Foreign Language	5
7	Airline Services	7
8	Customs and Immigration	5
9	Travel Agents	8
10	Related Careers	4
11	Self-Evaluation of Career Maturity	2
		46

II. Career Exploration Activities

A. Where to Begin --

1. Resources essential to pupil activities: Many resources listed on the following pupil activity sheets must be made available in the classroom before the students can begin the activities noted. These essential resources are specified IN WORDS on each exploration activity worksheet. THEY MUST BE OBTAINED BY THE TEACHER IN ADVANCE OF THE CLASS MEETING.

Examples:

a. Films

If . . . the worksheet reads:

	RESOURCES
	Film: Code Blue (C-7)

Then . . . The teacher must look in Appendix C, Item 7 for catalog information so that this film can be ordered in time for this activity.

b. Material to be duplicated by the teacher for use in class.

If . . . the worksheet reads:

	RESOURCES
	See Analysis Quiz (B-4,5,6)

Then . . . The teacher must duplicate a class set of this item which is found in Appendix B as items 4, 5, and 6. Duplication can be achieved by Xeroxing, generating a ditto master via photocopying with IBM 107 and Thermofax or retyping onto a ditto master.

2. Optional resources to be used for enrichment, supplements and student or teacher reference are described only in the Appendix.

If . . . the worksheet reads:

	RESOURCES
	C-8

Then . . . This indicates that for this activity there is a potentially useful reference described in Appendix C, Item 8. This reference item is not essential to the completion of the student activity.

EXPLORATION ACTIVITY (INTRODUCTORY) (2 day)

INTRODUCTION TO COURSE

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Discuss critically the objectives of the course. 2. Question people's attitude at work under various conditions as illustrated in a film. 3. Form a general understanding of the course outline and procedure. 4. Form some basic conclusions through the "self-analysis quiz." 5. List and discuss at least 4 important factors of good on-the-job performance. 6. Describe a wide variety of skills needed for specific jobs in this occupational area.	1. The student will be informed of the purpose of this course, what is hoped to be accomplished, and will be led into a discussion of activities involved in Career Exploration. 2. The student will defend or reject by role playing, the position of maintaining good personal appearance, attitude and conduct on the job. 3. Explain to students the relation of the course and the "Self-Analysis Quiz" to their career selection. Students will participate in this self-analysis quiz. 4. Hand out and discuss a "Job-Performance Rating Sheet" which will be administered and discussed as part of the last exploration activity in this course.	Class set of "Self-Analysis Quiz" (attached) Class set of "Job Performance Rating Sheet" (attached) "What Do We Look Like To Others" 16 mm film, 10 min., Sandler Instructional Films, Inc. Board of Education.

SELF-ANALYSIS QUIZ

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Make at least average grades	____ ____ ____	Make below average grades
Learn quickly	____ ____ ____	Learn slowly
Enjoy reading books, magazines, etc.	____ ____ ____	Enjoy reading comics
Like school and do extra work	____ ____ ____	Do only schoolwork that is necessary
Talk and write well	____ ____ ____	Talk and write poorly
Good planner and organizer	____ ____ ____	Poor planner and organizer
Like children	____ ____ ____	Dislike children
Patient with children's questions	____ ____ ____	Impatient with children's questions
Outgoing	____ ____ ____	Withdrawn
Popular	____ ____ ____	Not popular
Have large group of friends	____ ____ ____	A few close friends
Have confidence	____ ____ ____	Unsure around others
Give advice	____ ____ ____	Not asked for advice
Outspoken	____ ____ ____	Quiet
Sensitive to others	____ ____ ____	Insensitive to others
Trust people	____ ____ ____	Do not trust people
Volunteer	____ ____ ____	Do not volunteer
Pleasant personality	____ ____ ____	Do not have pleasant personality
Have a sense of humor	____ ____ ____	"Touchy"
Not prejudiced	____ ____ ____	Prejudiced

JOB PERFORMANCE RATING SHEET

NAME: _____ DATE _____

DEPT. _____ OPERATION: _____

	EXCELLENT	GOOD	FAIR	POOR
Attendance & Punctuality				
Quality of work				
Production				
Initiative				
Cooperation with instructor				
Cooperation with other students				
Interest in job				
Meets industrial quality standards				

If the student rates "poor" on any factor

or

If the student rates "fair" on more than three factors:

Discuss with the student the areas in which he or she will need to improve, before he can attain success in his chosen field.

Remarks: _____

_____

_____

EXPLORATION ACTIVITY (INTRODUCTORY)

Use of the D.O.T. (Dictionary of Occupational Titles) Number:

The D.O.T. lists 35,550 jobs with a code number for each. The last three digits of this code refer to the relationship of that job to data, people and things. This exploration activity provides the students some experience in using this information to identify jobs which match their interests.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: Compare their knowledge about the data, people, things content of jobs to factual information listed in the D.O.T. for five jobs of personal interest.	The teacher will conduct a classroom discussion on the D.O.T. code number in identifying the data, people, things orientation of jobs. (See the attached page for examples.) Following this discussion each student is to complete the "D.O.T. Worksheet" which compares the student's estimate of the data, people, things job content to that listed in the D.O.T.	Dictionary of Occupational Titles, Volumes I and II Make a class set of "Examples of D.O.T. Code Usage." Make a class set of the "D.O.T. Worksheet"

D.O.T. WORKSHEET

STEP 1. In table I at the bottom of this page, write the names of five jobs which are interesting to you.

STEP 2. Use the handout sheet titled "Examples of D.O.T. Code Usage" and make an estimate of the correct code to describe this job. Record this estimate in Table I.

STEP 3. Use Volume I or II of the D.O.T. and look up the D.O.T. code designation for each job. Compare these designations to your estimate.

TABLE I

	NAME OF JOB	STUDENT'S ESTIMATE OF THE CORRECT CODE	D.O.T. CODE DESIGNATION
1.	_____	XXX._ _ _	_____
2.	_____	XXX._ _ _	_____
3.	_____	XXX._ _ _	_____
4.	_____	XXX._ _ _	_____
5.	_____	XXX._ _ _	_____

EXAMPLES OF D.O.T. CODE USAGE

JOB TITLE	D.O.T. CODE	D.O.T. CODE MEANING
High School Teacher	091.228	
	(Things)	8 - No significant relationship
	(People)	2 - Instructing
	(Data)	2 - Coordinating
Waitress	311.878	
	(Things)	8 - No significant relationship
	(People)	7 - Serving
	(Data)	8 - No significant relationship
Stock Clerk	223.387	
	(Things)	7 - Handling Things
	(People)	8 - No significant relationship
	(Data)	3 - Compiling
Auto Mechanic	620.281	
	(Things)	1 - Precision working
	(People)	8 - No significant relationship
	(Data)	2 - Analyzing data

DATA (4th digit)

0 Synthesizing
1 Coordinating
2 Analyzing
3 Compiling
4 Computing
5 Copying
6 Comparing
7
8 No significant relationship

PEOPLE (5th digit)

0 Mentoring (Counseling)
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking-Signaling
7 Serving
8 No significant relationship

THINGS (6th digit)

0 Setting-Up
1 Precision Working
2 Operating-Controlling
3 Driving-Operating
4 Manipulating
5 Tending
6 Feeding-Offbearing
7 Handling
8 No significant relationship

For a definition of the above see pages 649 and 650 in Appendix A of the Dictionary of Occupational Titles Volume II.

EXPLORATION ACTIVITY #3

INTRODUCTORY ACTIVITIES TO FOREIGN LANGUAGE CAREERS

TIME SCHEDULE: ACTIVITIES FOR DAYS 1 & 2

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		
1. Identify those occupations which utilize a foreign language.	1. a) Have a class "brainstorming" session in which the students think of F L occupations and the teacher lists them on the board. b) Group the occupations on the board according to major career areas, then identify (by a simple vote) major interest areas of the students.	1. Teachers Guide to Introductory Activities (immediately following this section).
2. a&b) Apply for a passport. c) Identify those materials needed to apply for a health card, an International Driver's License, and a visa.	2. a) Fill in copy of passport application (at home). b) Having completed the application, answer the question (either orally or on a quiz), "What materials must one have to apply for a passport?" c) Complete the Travel Information Sheet, "Getting Ready to Go!" using the information presented in a class discussion. (Teacher may choose to give a quiz on this later as a means of seeing if the information was learned).	2. a) Passport application (see appendix for form). Teacher should Xerox as many copies as necessary. (<u>if possible</u>, the teacher should bring a sample of a U.S. Passport, Health Card, and International Driver's License for the students to see. b) "Getting Ready to Go!" Teacher should Xerox enough copies in advance. (See appendix for form B-2c)

<u>Note to teacher</u>: Depending upon when this course is offered during the year, you may wish to make plans for the class to go to the International Folk Festival held annually at the Cincinnati Convention Center in November. Dates for 1973 are November 16, 17, 18. Reduced rates on tickets are available for students through Travelers' Aid (721-7660). Since the festival is held on a weekend, individuals would probably have to go on their own. It may be used as an extra credit project possibly.

TEACHER'S GUIDE TO INTRODUCTORY ACTIVITIES

Day 1 - Introduction

1. Pass out index cards to students to list name, address, phone, grade, homeroom, languages studied, resource people they may know (occupations of parents and friends), and specific areas of interest within the course (airlines, customs, etc.). In order to write down this last item, they will have to wait until after the brainstorming activity listed in No. 2 (below).

2. Brainstorm for various occupations connected with International Travel, Trade, and Communication (list these on board).

   Suggested Possibilities:

   A. Customs agents (Federal government job)
   B. Immigration and Naturalization Agencies (Federal government)
   C. Translators and Interpreters
      1. U.N. and international agencies
      2. U.S. government
      3. Private business (import-export and marketing firms, overseas management for U.S. firms, telephone industry, TV and radio communications industry)
      4. Scientific (work at universities and in business)
      5. Freelance
      6. Military interrogators, linguists, translators, interpreter
   D. U.S. Foreign Service
      (numerous personnel at all levels: clerks, librarians, ambassadors, etc.)
   E. U.S.I.A. (U.S. Information Agency)
   F. International Philanthropic organizations
      1. H.O.P.E. (Health Opportunities for People Everywhere)
      2. Peace Corps
      3. CARE
   G. Teaching
      1. Elementary
      2. Secondary
      3. College
   H. Travel agents and consultants
      1. Large national firms (American Express, Thomas Cooke, etc.)
      2. Small independent agencies
      3. Head of own business
      4. Guides and tour leaders (also as guides in U.S. for foreign visitors -- check with state, local, and federal government agencies, Chamber of Commerce, and Traveler's Aid).
   I. Ship personnel
      1. Pleasure liners
      2. Merchant marine personnel

Day 1 (Continued)

J. Airline services
   1. Pilots
   2. Flight attendants
   3. Flight engineers
   4. Airline mechanic
   5. Air traffic controller
   6. Air dispatcher (flight superintendent)
   7. Reservations agent
   8. Public relations agent
   9. Sales representative
   10. Ticket agent
   (Also: Personnel representative, ramp agent, air freight agent, passenger service agent, district and operations station manager, district sales manager, instrument technician, airline maintenance inspector, ground radio operator, teletypist)

K. Miscellaneous (Foreign language stenographer, taxi driver, foreign language film editor and "dubber").

3. Have students indicate their first 5 choices to study out of the list on board (letters A-K) to get an idea of where the interest lies (put these results on board). Also have students list specific areas of interest (by number and letter and name on their cards: C1-U.N. Interpreter, etc.)

4. Pass out duplicated copies of passport applications and explain what is needed to obtain passport (2 special size photos, proof of citizenship with seal, etc., $12.00 check or money order). Have them complete application forms. At home they should ask their parents to see their birth certificate if possible (does it have a seal?) and they should check on any information they are unsure of.

Day 2 - Introduction (Continued)

1. Distribute special information sheet to be filled in.

2. Check to see that passport applications are complete.
Discuss birth certificates and proof of citizenship.
Discuss oath on application form (how can you lose your citizenship?)
Pass around a sample passport:
- length of validity?
- what is prohibited by it? (places? actions by user?)
- mention theft of passports (why? what to do if it happens?)
- what is a visa? (where obtained? what is it for?)

Mention Health Card (pass around a sample and discuss the following)
- what innoculations are needed?
- how must it be stamped and cleared?
- where? addresses?
- length of validity?
- what are some voluntary innoculations?

Mention International Driver's License (pass around sample)
- where available?
- length of validity?
- what things must you have to apply?

Translator	(D.O.T. 137.288 - may be further classified as: foreign correspondent, foreign - news translator, translator in radio communications, or translator of scientific documents). Translates the written word from language to another. May work in military, for government, in business, or be self-employed.
Interpreter	(D.O.T. 137.268) Translates the spoken word from one language to another. May work in military, for government, in business, or be self-employed.
Importer-Exporter	(D.O.T. 185.168 - also includes import-export agents, 184.118 and foreign clerk, 219.488). Duties of all three jobs listed above include the shipping of U.S. merchandise to other nations and the receiving of foreign goods into the U.S. Whereas the clerk deals more in the paperwork of customs duties, documents, invoices, and the conversion of currencies, the agent schedules freight, acts, as a coordinator between transportation companies and foreign or domestic merchants, and oversees the workers and general process of shipping and receiving. The importer-exporter may travel extensively and deal in selling and buying of foreign and domestic goods. His job probably requires the greatest command of foreign language since he deals directly with foreign merchants.

EXPLORATION ACTIVITY # 4
TRANSLATING & INTERPRETING

TIME SCHEDULE: ACTIVITIES FOR DAY 3

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to: 1. Identify those interests and abilities most necessary to success in the field of translating and interpreting. Use available resources to find and write down the qualifications, rewards, and disadvantages to the job. Attempt to translate a foreign language (FL) passage on the basis of his knowledge of English words as well as the cognate contained within the passage.	1. Complete self analysis sheet in class (individually) and then discuss the importance of those characteristics to the field of translating and interpreting. Put completed sheet in class notebook. 2. Complete job information sheet (on own time or during time left at end of class) using resources such as D.O.T. and others listed in bibliography. Put completed sheet in class notebook. (Results should be discussed in class on Day 5.) Title of Occupation to be researched: Translator/Interpreter. 3. Read a sample FL news article (which is supplied in class by the teacher) and try to translate to English as many parts as possible. Then, correct the translation as it is reviewed in class. (Teacher should use this opportunity to point out the need for skilled FL experts who can do the job of translating).	1. Self Analysis Sheet (Translating-Interpreting) See appendix. Teacher should duplicate enough copies for entire class in advance. 2. Job Information Sheet (in appendix). Teacher should duplicate enough copies. Also should Xerox the bibliography for distribution to students and should explain how to use these resources and where they are located in the school. 3. Sample FL news article (see appendix). Duplicate copies in advance for distribution.

TIME SCHEDULE: ACTIVITIES FOR DAY 4

OBJECTIVES	ACTIVITIES	RESOURCES
See the role of the interpreter as related to the actual world of work. Discuss the varied aspects of the jobs of translators and interpreters based on magazine articles that the student has read.	1. View visual aid from Cincinnati Public Library (International Zone 7 - The U.N. Interpreter, 1961, 30 minutes, 16 mm film, stack 33)	1. International Zone 7 - The U.N. Interpreter, 1961, 30 min., 16 mm film, Stack 33. (available from downtown branch of Cincinnati Public Library - 30¢ fee can be picked up the day before showing, return the day after). Should be reserved well in advance.
	2. Read through list of magazine articles concerning Translating and Interpreting (which are available in school library) and select <u>one</u> to read and summarize on an index card (to be handed in). Also be ready to discuss in class, the main points of the article on Day 6 (when index cards are to be turned in).	2. List of magazine articles (Translating and Interpreting) - Duplicate copies to give to students (check with your school library first to see if these magazine issues are available. Also have index cards to distribute. A list of these articles is provided in the appendix. Section G4A.

TIME SCHEDULE: ACTIVITIES FOR DAY 5

OBJECTIVES	ACTIVITIES	RESOURCES
(Communicate orally in a new language devised by students and their classmates (but based on English). Translate a short written English paragraph to the written form of the new language.	1. a) Class should devise its own language (perhaps by following rules similar to pig Latin where certain sounds are added on to English words). Teacher can write the basic rules of the language on the board for everyone to copy. b) Having devised a language, students will work in pairs to "interview" each other in the new language. A list of interview questions will be provided by the teacher. (examples) - what is your name? - where do you live? - what did you do last night? - what is your favorite sport, TV show, etc.? why? 2. For homework (or for use at the end of the class), translate the English paragraph supplied by the teacher to the new class language. (to be reviewed on a later day and collected).	1. b) Teacher will have to have a list of interview questions ready in advance (either mimeographed or on board). 2. Teacher will need to write and ditto several copies of a simple English paragraph (3-5 sentences) to distribute to students.

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TIME SCHEDULE: ACTIVITIES FOR DAY 6

OBJECTIVES	ACTIVITIES	RESOURCES
Interpret statements made in English to new class language and vice versa.	1. Pretending to be a U.N. diplomat about to make an important statement, the student prepares 2 written copies of his statement (2-3 sentences). Half of the class should write their statements in English; the other half should use the new language. When a student completes his/her statement, he/she should give one copy of it to a partner and then, while he/she reads his statement before the "General Assembly" (class), his partner should demonstrate: A) Consecutive interpretation and B) Instantaneous interpretation. (Other activities on Day 6 will probably include reviewing, discussing, and collecting previous assignments -- index cards from magazines, translating assignments, etc.)	

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TIME SCHEDULE: DAYS 7 & 8

OBJECTIVES	ACTIVITIES	RESOURCES
Summarize in writing the duties of a career person who is actively involved in using foreign language in their daily work.	1. Listen to a speaker from a) a military foreign language career - translator - interrogator - expert linguist, etc. -or- b) international telephone operator -or- c) import-export personnel	1. For speakers contact: a) Military: Outcalt Army Reserve Center 11880 Mosteller Rd. (Sharonville) 259th Military Intelligence Co. Phone: 771-4740 ask for Maj. Marquette -or- Sgt. Horman (for information) b) Telephone Company: Al Rhine, School Relations Sup. Bell Telephone 397-3922 c) Import-Export: Mrs. Susan Cruse and/or Mr. Baldwin Marketing Dept. Hilton Davis Chemical Co. 351-1300 -or- Bill Boyd, School Relations Supervisor Procter & Gamble 562-3845 See appendix (form B-2d) for "Speaker Evaluation Form." Students may use this to evaluate speaker, and then put the finished sheet in their notebook.

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EXPLORATION ACTIVITY # 5
FOREIGN SERVICE AND INTERNATIONAL SERVICE ORGANIZATIONS

TIME SCHEDULE: ACTIVITIES FOR DAY 9

OBJECTIVES	ACTIVITIES	RESOURCES
Student will be able to: Use available resources to find and write down the qualifications, rewards, and disadvantages to the job. Identify those interests and abilities most necessary to success in the field of foreign service. See the role of a member of an international service organization in action (Peace Corps) through the use of a visual aid.	1. Complete job information sheet (on own time or in time available at end of class) using resources such as D.O.T. and others listed in bibliography. Put completed sheet in class notebook. (Results should be discussed in class on Day 11). Title of occupation to be researched: Foreign Service Officer. 2. Complete self analysis sheet in class (individually) and then discuss the importance of those characteristics to the field of foreign service. Put completed sheet in class notebook. 3. View visual aid from Cincinnati Public Library called "Peace Corps."	1. Job Information Sheet (in appendix - form B2b) Teacher should ditto copies in advance. 2. Self Analysis Sheet (Foreign Service and International Service Organization). See appendix - form B-3a. Teacher should duplicate enough copies in advance. 3. "Peace Corps"; 27 min., color, 16 mm film available from downtown branch of Cincinnati Public Library, rental fee: 55¢; shelf no: 1286. Should be reserved in advance. May be picked up the day before showing and must be returned the day after showing.

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TIME SCHEDULE: ACTIVITIES FOR DAY 10

OBJECTIVES	ACTIVITIES	RESOURCES
Explain in a short written summary the qualifications and duties of a Peace Corps member (or H.O.P.E. worker).	1. Listen to speaker from Peace Corps or Project H.O.P.E. (if there are none available from these sources, see Day 14 for alternate suggestions)	1. Contact the following places for speakers: a) Peace Corps: Southern Ohio-Indiana Peace Corps Office 903-B U.S.P.O. & Courthouse Cincinnati, Ohio 45202 Phone: 684-3136 b) H.O.P.E. call 522-4122 Note: Several other international organizations involved in service projects also have speakers. If you have personal contact with someone (through a church for instance) you may wish to use them.

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TIME SCHEDULE: ACTIVITIES FOR DAY 11

OBJECTIVES	ACTIVITIES	RESOURCES
(Optional Depending On Availability of Resources) Correctly supply information needed to apply for a job in the foreign service. Write the definitions to a list of 18 vocabulary words on the basis of what was learned in a class discussion.	Note To Teacher: Some time may be taken on this day to discuss a) the speaker from the previous day and b) the job information sheet due on this day (time should be taken also to provide other background information on the field of foreign service) that is not covered on the information sheet. 1. Complete a sample application form from the Peace Corps, Foreign Service, or other international agency. 2. Having completed the job information sheet, seen a film, and heard a speaker, the student will participate in a discussion of the jobs he has come into contact with. Such subjects as the structure of a U.S. Embassy, the function of a U.S.I.A. Office and the duties of various overseas officials should be covered. During the course of the discussion the student should be able to write down definitions to a list of vocabulary given to him in advance. The teacher may wish to quiz the students on these terms the following day.	1. For application forms call the Peace Corps at 684-3136 in room 903-B of U.S. Post Office and Courthouse or Federal Job Information Center at 684-2351 (for foreign service applications). These materials were not available at this time for inclusion in this bulletin but will be available later. 2. List of vocabulary words for Foreign Service and International Service organizations (see appendix form B-3b). Teacher would find it helpful to be familiar with several of the foreign service resource books listed in the bibliography prior to the discussion. Recommended: Beaulac, p. 133 Harrigan, entire book also: Delaney and Krosney (see bibliography in appendix under "C. Resources".)

TIME SCHEDULE: ACTIVITIES FOR DAYS 12 & 13

OBJECTIVES	ACTIVITIES	RESOURCES
Write a sample informative article for "broadcast" over a simulated class Voice of America Program. Participate in an assigned role (writer, editor, broadcaster) in a class simulation of a Voice of America Program. Assess the value of the programs presented in relation to the needs discussed previously (in 1-a under "activities")	1. a) First, discuss the types of informative programs presented by the Voice of America (news, cultural, sports, etc.) and what information would be of most interest to what areas (Latin America, Africa, Russia)? What is "positive publicity?" What would you want to tell a Russian about the U.S.? A Chinese? A Briton? A Japanese? An Egyptian? An Argentine? A Cuban? etc. b) After dividing the class in half, each half should set up its own staff of writers of international news (presenting the U.S. point of view), national news, cultural affairs, sports, etc. as well as editors, broadcasters and such. Every student writes a sample article (including those who are selected editors and broadcasters). Articles are reviewed by editors who decide which articles would be best (and have the most priority) for presentation on a 15 minute broadcast. If revision or cutting is needed before broadcast, the article should be returned to the writer. Broadcasters should help decide what order to present the articles in and should rehearse before going on the "air.". c) Broadcasters from each group should go to the main office to broadcast the program back to the class by P.A. d) Following the broadcasts, the class discusses and evaluates each program - Were they informative? - What articles were most valuable in promoting the American image? Why? etc.	1. a) Pamphlets available from Voice of America 8070 Tylersville Rd. Cincinnati, Ohio Phone: 777-6144 Pamphlets available free; teacher should request them to be sent in advance so that she may Xerox parts of them if necessary. Information in them covers everything concerning the Voice of America. b) May be helpful for teacher to bring recent newspaper and news magazines as a basis for resource material in writing these articles. (or tell students in advance to bring them). c) Teacher should check in advance to see if students may use the P.A. for the time needed; otherwise they will simply have to broadcast in the class itself. d) Teacher may wish to devise a form sheet for the students to use in giving a written evaluation of their own and the others' broadcasts.

Foreign Service Officer (D.O.T. 188.118)

Works in embassies, consulates, and other U.S. bases abroad. Duties include implementing and interpreting U.S. policies to the local national government and administration duties with his own office. Also assists traveling Americans in the country, in any way necessary. Promotes international good will and peace while protecting U.S. interests.

Although these jobs are not listed in the D.O.T., they will be considered in this unit: Peace Corps volunteer (and members of numerous other international service organizations), U.S. Information Agency employees, and other members of U.S. Embassies and offices abroad (clerks, librarians, etc.).

TIME SCHEDULE: ACTIVITIES FOR DAY 14

OBJECTIVES	ACTIVITIES	RESOURCES
List the duties of a foreign consul or diplomat.	Note To Teacher: In some cases, the simulated Voice of America Broadcast may take 3 instead of 2 days. Therefore, the activity listed below is optional, depending on what priorities the individual teacher has made in the scheduling. 1. a) Listen to speaker from one of the consulates in Cincinnati. Alternative Suggestions (if "a" is not possible) b) Listen to a speaker from U.C. or X.U.; discuss the role of the U.S. Foreign Service Officer. c) View Visual Aid 7745, "Portrait of a Diplomat."	1. a) Consulates in Cincinnati: (1) Switzerland 5301 Lester Rd. 351-3008 (2) Ecuador 1962 Harrison Ave. 662-4033 (3) France 1801 Gilbert 621-8448 (4) Italy 309 Ludlow Ave. 281-7839 (5) Mexico 3454 Whitfield 861-1114 (6) Sweden 7696 Camargo Rd. 561-6785 b) University of Cincinnati Office of Community Relations Specialist Phone: 475-4444 Xavier University Speakers Bureau Phone: 853-3331 c) Visual Aid 7745 "Portrait of a Diplomat" 2-12" records Part I - 70 color frames Part II - 65 color frames Filmstrips

EXPLORATION ACTIVITY #6
TEACHING FOREIGN LANGUAGES

TIME SHCEDULE: ACTIVITIES FOR DAY 15

OBJECTIVES	ACTIVITIES	RESOURCES
The Students Will Be Able To:		
Use available resources to find and write down the qualifications, rewards, and disadvantages to the job.	1. Complete job information sheet (on own time or in time available at end of class) using resources such as D.O.T. and others listed in bibliography. Put completed sheet in class notebook. (Results should be discussed in class on Day 17.) Title of occupation to be researched: Teacher (secondary).	1. Job Information Sheet (in appendix - form B2b) Teacher should ditto enough copies in advance.
Identify those interests and abilities most necessary to success in the field of teaching.	2. Complete self analysis sheet in class (individually) and then discuss the importance of those characteristics to the field of teaching. Put completed sheet in class notebook.	2. Self Analysis Sheet (Teaching Foreign Languages) see appendix-form B4a Teacher should ditto enough copies in advance.
Correctly supply information needed to apply for a teaching job.	3. Complete a sample application form for a teaching position with the Cincinnati Public Schools.	3. Sample applications (in appendix - form B4b) Ditto enough copies in advance.

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TIME SCHEDULE: ACTIVITIES FOR DAY 16

OBJECTIVES	ACTIVITIES	RESOURCES
	Note to Teacher: Prior to beginning these activities it might be well to discuss some of the principles of language learning with the students, starting from the standpoint, "How do we learn our own native language?" From there the discussion could cover the audio-lingual method of teaching and could briefly touch on other aspects such as the old Grammar-Translation method, the Army method, Berlitz or immersion method.	
Recite from memory a sample dialogue taught in class.	1. a) Learn sample dialogue. (Teacher should demonstrate the following principles in teaching it: letting the student see the English while hearing the Spanish, backward buildup, group repetition, reinforcement by teacher, individual repetition, pronunciation correction), rewards and compliments. The student should be made aware of why these principles are used. Also, teacher can liken the entire process to the way a person learns their native tongue. b) Write the Spanish and the English of the dialogue on a separate piece of paper. (Teacher points out the frequency of mistakes made even when something is copied word for word; also mentions that writing dialogue is an aid to memorizing it.	1. See appendix for Sample Dialogue and Pattern Drills (form B4c). Teacher may wish to make up drills in one's own foreign language.

TIME SCHEDULE: ACTIVITIES FOR DAY 16 (Continued)

OBJECTIVES	ACTIVITIES	RESOURCES
	c) Repeat the dialogue again several times, this time under the leadership of the tape recorder instead of the teacher (teacher points out the advantages of a tape recorder: native voices used, requires quicker, more automatic response, etc.) Teacher may wish to give advanced language students the chance to learn how to operate the tape recorder or to lead the class, since they will be able to grasp the dialogue quickly.	1. c) Teacher will have to make up his own tape in advance to go along with the dialogue, and later, for the pattern practices.
	d) Repeat dialogue again (with either teacher or tape) and this time add visual aids as a clue to remembering lines. Students should be able to answer, "What advantages are there in visual aids?" (adds interest, aids memory, etc.)	
Recite correct responses to pattern drills taught in class.	2. a) Learn pattern drills based on dialogue. (Teacher should demonstrate the teaching of pattern drills: using drill with answers, drill without answers, and drill with no written guide - just orally from memory). Teacher should also emphasize the importance of rapidity in drill (to elicit an automatic, not thinking response) and the importance of reinforcement.	
	b) Go through pattern drills again, this time with tape recorder and then with visual aids (as done with dialogue).	
	Note: At this point, the teacher will probably want to assign the outside work necessary for the activities which will culminate on days 18 and 19.	

TIME SCHEDULE: ACTIVITIES FOR DAY 17

OBJECTIVES	ACTIVITIES	RESOURCES
Demonstrate ability to use the equipment in the student booths of the language laboratory.	1. a) Students listen as teacher demonstrates use of equipment. Then students demonstrate their understanding by following the lab instructions given by the teacher.	1. a) Teacher will need to be fully acquainted with use of the language lab and understand the use of all electronic equipment.
Recite the dialogue learned in a previous lesson for testing purposes in the lab.	b) Recite dialogues after tape (using headsets) while teacher listens, corrects, and grades.	
Demonstrate ability to operate the basic console equipment for at least one channel.	c) In small groups, students watch teacher demonstrate use of console equipment and then show their ability to use it as demonstrated.	
	Note: This activity is dependent on the availability of a language lab and a teacher who is trained to use it.	

TIME SCHEDULE: ACTIVITIES FOR DAY 18

OBJECTIVES	ACTIVITIES	RESOURCES
Working in pairs, teach a simple 4-line dialogue to the class.	1. Students work in pairs to teach a simple 4-line dialogue to the class using visual aids and/or any other materials they have created. If dialogues are submitted in advance to the teacher, they may be ditto'd. Students may teach a dialogue in a foreign language they know or may use the "class language" they made up for the translating and interpreting unit.	1. Teachers should give this assignment to students a few days in advance (at least by Day 16). Also should have supplies available for students to prepare their lesson.

TIME SCHEDULE: ACTIVITIES FOR DAY 19

OBJECTIVES	ACTIVITIES	RESOURCES
Observe a foreign language class (other than ones own) during a study hall, and then interview the teacher regarding his ideas and insights into FL teaching, and then, write a short summary of the interview and the observation experience so that it may be discussed in the career class.	1. After all students have observed a FL class and interviewed a teacher, a class discussion will be held to discuss the results: - what methods seemed to be the most interesting? - did the class seem interested? - what other duties did the teacher have to perform besides actual teaching? Other questions should be added as deemed necessary by the teacher; undoubtedly, the students will raise some themselves during the course of the discussion.	1. Teacher should obtain the consent of the other language teachers involved and then should set up a schedule of times, room numbers, students, and teachers. Provision should be made to notify the study hall teacher of the student's absence and to notify the language teacher of the student's time of visit in advance.

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TIME SCHEDULE: ACTIVITIES FOR DAY 20

OBJECTIVES	ACTIVITIES	RESOURCES
List the advantages of traveling abroad to learn a foreign language.	1. View film, "The Only One" produced by Foreign Study League, and discuss the film and available study-travel brochures after the film.	1. "The Only One," 22 min. color 16 mm film #4331 Modern Talking Pictures 9 Garfield Place Cincinnati 421-2516 Films are free if you return them yourself, or if you pay for return postage. Order well in advance.

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Teachers of Foreign Language (D.O.T. 092.228 for elementary FL teacher, 091.228 for secondary FL teacher, or 090.228 for university FL teacher)

Instructs students (of varying ages) in foreign languages such as Spanish, French, Latin, or German. Also maintains classroom discipline and keeps class records.

EXPLORATION ACTIVITY # 7
AIRLINE SERVICES

TIME SCHEDULE: ACTIVITIES FOR DAY 21

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		
Use available resources to find and write down the qualifications, rewards, and disadvantages to the job.	1. Complete job information sheet (on own time or in time available at end of class) using resources such as D.O.T. and others listed in bibliography. Put completed sheet in class notebook. (Results should be discussed in class on Day 23). Title of occupation to be researched: Airplane Pilot - or - Airplane Stewardess - or - allow the student to research another airline occupation of particular interest to the student.	1. Job Information Sheet (in appendix - form B-2b). Teacher should ditto enough copies in advance.
Identify those interests and abilities most necessary to success in the various occupations serving the airline industry.	2. Complete self analysis sheet in class (individually) and then discuss the importance of those characteristics to careers in the airline industry. Put completed sheet in class notebook.	2. Self Analysis Sheet (Airline Services) see appendix-form B-5a
Analyze 3 airlines jobs seen in an airport in order to understand how their function contributes to a smooth running airport.	3. a) Compile a list of 5 interview-type questions that the student would like to have answered on his trip to the airport. b) Read the article "Career World Focus: Air Transportation" in Career World. Vol. 1: 4-9 December '72.	3. a) Teacher can xerox copies in advance. Article is in school library.

TIME SCHEDULE: ACTIVITIES FOR DAY 22

OBJECTIVES	ACTIVITIES	RESOURCES
(Continued from Day 21) Analyze 3 airline jobs seen in an airport in order to understand how their function contributes to a smooth running airport.	c) Take an exploration trip to Greater Cincinnati Airport.	3. b) Greater Cincinnati Airport Donaldson Highway Contact: Louise Schafer 371-6162 Call one month in advance. Tour includes fire department, cargo building, and observation deck. Also may be able to make arrangements to go through airplane or talk to other personnel.

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TIME SCHEDULE: ACTIVITIES FOR DAY 23

OBJECTIVES	ACTIVITIES	RESOURCES
(Continued from days 21 & 22) Analyze 3 airline jobs seen in an airport in order to understand how their function contributes to a smooth running airport.	d) Discuss answers to interview questions which were asked on the airport exploration trip. e) Discuss job information sheet (which was distributed on Day 24) f) Complete Exploration Trip Summary Form. g) Select a magazine article from the list of articles concerning Airline Services (articles should be available in school library). Summarize the article on an index card (to be handed in) and be ready to discuss the main points of the article in class on Day 26. Note To Teacher: Teacher may wish to also assign topics for panel discussions on Day 26 at this time, since these topics may influence the student's selection of a magazine article (see Day 26).	c) Exploration Trip Summary Form (in appendix-form B5c) d) List of magazine articles (Airline Services) See appendix "Section C Resources." Ditto copies to give to students, check with your school library first to see if these magazine issues are available. Also have index cards.

TIME SCHEDULE: ACTIVITIES FOR DAY 24

OBJECTIVES	ACTIVITIES	RESOURCES
List 7 duties that a stewardess must be able to perform during a flight.	1. Listen to a stewardess speak and ask questions concerning her job.	1. Most airlines have "alumnae clubs" of retired stewardesses. For information call the individual airlines that have offices in Cincinnati. Suggestion: American Airlines Kiwi Club District Sales Office 621-8500

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TIME SCHEDULE: ACTIVITIES FOR DAY 25

OBJECTIVES	ACTIVITIES	RESOURCES
Write an airline ticket.	1. Listen to speaker, Nancy Hughes, explain how ticketing is done and then learn to do their own using sample mimeographed tickets. --- If speaker is not available, teacher may wish to contact various travel agents to come and speak, or the teacher may be able to simply go to a travel agent, learn how to do the process, and show the class.	1. Nancy Hughes Travel Administration student at Stephens College 5813 Twin Oak Drive Cincinnati, Ohio 541-8982 Sample tickets are found in appendix (form B-5d).

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TIME SCHEDULE: ACTIVITIES FOR DAY 26

OBJECTIVES	ACTIVITIES	RESOURCES
Choose a current topic of interest to the airline industry and be able to discuss the issue factually, presenting all sides of the picture.	Note To Teacher: The first part of the period on Day 26 may be devoted to a brief discussion of the magazine articles assigned on Day 23. However, if the panel discussions (below) are meant to include the articles, then this preliminary discussion may be omitted. 1. The class should be divided into groups or panels and either be assigned or allowed to choose one of the following topics for discussion (these should be assigned in advance to allow time for preparation): a) The Cockpit - A Place for Women? b) The Price of Flying High - Are Fares Fair? c) Hijacking - Penalties and Solutions? d) What to Do About Overcrowded Airports. e) Supersonic Transport - Now or Never? f) The Airport and Noise Pollution.	

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Airplane Pilot (D.O.T. 196.283)

Flies various types of airplanes and jets to transport passengers, mail, and freight. Is responsible for overseeing the preparation of the flight plan, the loading of freight, and the fueling and maintenance of the craft before takeoff. He then also bears the responsibility of actually flying the craft and acting as the chief of the crew on that plane.

Airplane Stewards and Stewardess (D.O.T. 352.878)

Sometimes known as flight attendants, these people take care of the needs of passengers during the flight. They prepare and serve meals and beverages, give instructions in emergency procedures, and in general, care for the wants and needs of individual passengers.

In addition, some of the students may wish to consider careers in other aspects of airline service such as: Flight engineer, airline mechanic, air traffic controller, air dispatcher, reservations agent, ticket agent, public relations agent, sales representative. Information on all of these (and others) is available either in the D.O.T., from the airline companies, or from the Federal Job Information Center (in some cases).

TIME SCHEDULE: ACTIVITIES FOR DAYS 27 & 28

OBJECTIVES	ACTIVITIES	RESOURCES
On the basis of several films or slide presentations of foreign countries, select one area of particular interest to which the student would like to plan a trip. Note: The actual planning of the trip is an activity which takes place in Exploration Activity #9, Travel Agents. However, the activity being used here is for the purpose of transition into the travel units on customs and travel agents. Also because of the fact that most students have a limited travel experience, they will need some type of basis (which the films should help provide) on which to select and plan their trip.	1. View several travel films and/or slides of foreign countries. These should be selected with the idea of showing some of the major areas of travel (and the reasons for their popularity - either price, business, or sightseeing) as well as other less traveled places.	1. Teacher may use several resources which are not listed specifically here because 1) there is a great abundance of material available and 2) so that the teacher may have some freedom in choosing the course. Suggestions: 1) Teacher uses own pictures from their own travels abroad (most teachers teaching this type of course are well traveled themselves). 2) Teacher has other teachers or friends give travel presentations to class (in many schools, teachers with travel experience frequently volunteer to show their pictures to foreign language classes). 3) Contact airlines for travel films. 4) Use films from the Cincinnati Public Schools Audio-Visual Aid catalogue. Look under "Social Studies" in the pink pages index.

EXPLORATION ACTIVITY # 8
CUSTOMS AND IMMIGRATION

TIME SCHEDULE: ACTIVITIES FOR DAY 29

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		
Use available resources to find and write down the qualifications, rewards, and disadvantages to the job.	1. a) Complete job information sheet (on own time or in time available at end of class) using resources such as D.O.T. and others listed in bibliography. Put completed sheet in class notebook. (Results should be discussed in class on Day 31). Title of occupation to be researched: Customs Inspector.	1. a) Job Information Sheet (in appendix-form B-2b) Teacher should ditto enough copies in advance.
	b) View visual aids, "U.S. Customs Safeguards Our Foreign Trade" and "Citizen" (a film dealing with immigration).	b) Available from Cincinnati Public Schools Resource Center: 1644-U.S. Customs Safeguards Our Foreign Trade 16 min.-color-guide 157- Citizen 28 min.-filmed by WLW-TV in 1963
	Note: Teacher may wish to assign activity for Day 33 at this time.	

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TIME SCHEDULE: ACTIVITIES FOR DAY 30

OBJECTIVES	ACTIVITIES	RESOURCES
Identify those interests and abilities most necessary to success in the field of foreign service.	1. Complete self analysis sheet in class (individually) and then discuss the importance of those characteristics to the field of foreign service. Put completed sheet in class notebook.	1. Self Analysis Sheet (Customs and Immigration Officials). See appendix form B-6a. Teacher should ditto enough copies in advance.
Answer correctly at least 20 out of 30 True and False questions based on the government booklet, "Customs Hints for Returning U.S. Residents" in order to demonstrate a knowledge of basic customs rules.	2. Distribute and discuss the government booklet, "Customs Hints for Returning U.S. Residents," and customs declaration form. (Quiz will actually be given the following day on Day 31 to allow time for study). See appendix for the form, "U.S. Customs Hints Worksheet." This worksheet can be used to facilitate the discussion and to highlight the important points of customs regulations. Note: Teacher may want to make preparation for activity on Day 32 at this time by advising the students of materials they will need to bring.	2. Teacher should write to Supt. of Documents U.S. U.S. Government Printing Office Washington, D.C. 20402 Price 30¢/copy; $22.50/100 Stock No.-4802-00031 --- You may obtain a limited number of copies from the Customs Office in the Federal Building in Cincinnati. Phone 684-3528 --- For customs declaration form see appendix (form B-6b). Teacher can duplicate his own copies of these. --- See appendix form B-6c for "U.S. Customs Hints Worksheet." Teacher should duplicate these in advance.

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TIME SCHEDULE: ACTIVITIES FOR DAY 31

OBJECTIVES	ACTIVITIES	RESOURCES
	Note To Teacher: The first part of this day will be used for the quiz on "Custom Hints" and for discussion of the job information sheet.	
Demonstrate the knowledge of current events in the customs field by summarizing (in writing) a magazine article read concerning that topic.	1. Each student selects (or is assigned) an article from the list of articles dealing with customs. Read the article and summarize it on an index card which will be handed in on Day 33.	1. List of Magazine Articles (Customs). See Appendix "Section C Resources." Teacher should duplicate copies of the list to give to the students once they have checked with the school library to see which issues of which magazines are available. Also have index cards available.
	Suggestion: This assignment may be carried out by taking those students who are not involved in the activity on Day 33 to the library to read the articles while the others stay in class to rehearse their play (the latter group would then have to do the assignment outside of class or else be excused from it in lieu of the activity they are presenting on Day 33). This suggestion depends, of course, on whether adequate adult supervision is available for both groups.	

TIME SCHEDULE: ACTIVITIES FOR DAY 32

OBJECTIVES	ACTIVITIES	RESOURCES
Play the role of either a customs inspector or a returning U.S. citizen in a simulated customs inspection.	1. a) A few days in advance, the students are told to bring small hand baggage and items they might have packed in them. Teacher should bring a few restricted articles such as fruit plant material, or certain "expensive" merchandise.	1. a) Teacher will need to supply certain "restricted articles" as suggested here.
	b) Also in advance, students should be assigned roles as either inspectors or passengers (inspectors might be chosen on the basis of high test scores on Customs Quiz the previous day - they would not have to bring any baggage for their role.)	
	c) Passengers are given a few minutes in class to fill out a customs declaration and to re-pack their bags -- this time some of them may include some of the restricted articles in order to see the reaction of the inspectors.	c) Customs Declaration Forms (form B-6b in appendix). Teacher should duplicate copies in advance.
	d) Passengers then pass through inspection presenting their papers and their baggage for inspection. Inspectors should inspect thoroughly and follow the instructions in "Customs Hints" regarding penalties for importation of restricted articles or assessment of duty on imports above the $100 limitation.	d) Additional copies of "Customs Hints" should be available.
	e) Class discusses and evaluates the experience: How thorough were the inspections? Were the penalties and assessments fairly administered in accordance with the laws? Did the passengers know what to do and did they behave properly?	

TIME SCHEDULE: ACTIVITIES FOR DAY 33

OBJECTIVES	ACTIVITIES	RESOURCES
1. Either participate in or evaluate the presentation of a fictional customs experience in the form of the play, "The Customs Caper."	1. a) Presentation of the play. "The Customs Caper" by members of the class for the remainder of the class. Depending upon the desire of the teacher students may choose to do this project either for extra credit or as regular class work in place of reading the magazine articles assigned on Day 31. Students should be encouraged to bring or make simple costumes and props where possible. Because of the short time available to work on the play, students will probably have to read the lines instead of memorizing them. b) A short discussion may be held after the presentation to evaluate the play. What customs violations were depicted? How could efficiency have been improved? How realistic do you think the play was in its presentation of a customs experience?	1. 10-14 copies of the play "The Customs Caper" to be found in the March, 1971 issue of Plays (vol. XXX, no 6). Many schools subscribe to this periodical, but it is also available through the Children's section of many public libraries. Plays are royalty free and copies of the script are available at 25¢ a copy to subscribers (50¢ to non-subscribers). For more information, write: Plays, Inc. 8 Arlington Street Boston, Massachusetts 02116

Customs Officials (D.O.T. includes customs agent, 188.168; customs clerk, 249.288; customs collector, 188.118; customs enforcement officer, 379.168; customs examiner, 168.287; customs--house broker, 168,118; customs inspector, 168.168; customs officer 188.168; customs sampler, 168.287; customs verifier, 168.287; and immigration inspector, 168.168.)

In general, the duties of these various members of the Bureau of Customs (under the U.S. Treasury Dept.) include enforcing U.S. customs regulations by: A) the inspection of international travelers' baggage at U.S. ports of entry, B) overseeing the manufacture of foreign goods which are to enter the U.S., C) Appraising the value of foreign goods, D) overseeing and inspecting the entry of foreign goods through the mails, E) regulating the shipping and receiving of all goods to and from the U.S. either by sea or air, and various other duties. Immigration inspectors are concerned primarily with <u>people</u> instead of <u>articles</u>; they determine the eligibility of a person to enter the U.S. according to his documents (such as passport, visa, etc.)

EXPLORATION ACTIVITY # 9
TRAVEL AGENTS AND TOUR GUIDES

TIME SCHEDULE: ACTIVITIES FOR DAY 34

OBJECTIVES	ACTIVITIES	RESOURCES
Students will be able to:		
Use available resources to find and write down the qualifications, rewards, and disadvantages to the job.	1. Complete job information sheet (on own time or in time available at end of class) using resources such as D.O.T. and others listed in bibliography. Put completed sheet in class notebook. (Results should be discussed in class on Day 35). Title of occupation to be researched: Travel Agent (or Counselor).	1. Job Information Sheet (in appendix-form B-2b) Teacher should ditto enough copies in advance.
Identify those interests and abilities most necessary to success in the field of teaching.	2. Complete self analysis sheet in class (individually) and then discuss the importance of those characteristics to the field of travel agents and tour guides.	2. Self Analysis Sheet (Travel Agents and Tour Guides). See appendix-form B-7a. Teacher should ditto enough copies in advance.
Evaluate the important sights of the native city and be able to describe the important points of those sights to a person who is unfamiliar with the city.	3. View 12-16 slides from the Series "Cincinnati, Parts I and II." If possible, students should be given duplicated copies of information from the visual aid guide concerning these slides (for later study). Class will discuss what they already know of these sights and take note of any information they did not know regarding these places. Teacher will point out techniques of interesting tour guiding: avoiding overuse of phrases such as "This is...This is...," using anecdotes in place of or with statistics to describe sights, and other techniques. Note: Teacher should make assignment for Day 36 at this time.	3. Available from Cincinnati Public Schools Resource Center: No. 11,533: "Cincinnati, Parts I & II" Teacher may wish to duplicate parts of the guide in advance.

TIME SCHEDULE: ACTIVITIES FOR DAY 35

OBJECTIVES	ACTIVITIES	RESOURCES
(Objective continued from previous day-see Day 34: #3) Evaluate the important sights of the native city and be able to describe the important points of those sights to a person who is unfamiliar with the city.	1. Students, having seen and discussed the slides of Cincinnati, will make up individual lists of possible questions that a tourist might ask about those sights (write 1 or 2 questions for each sight). Note: The rest of the class time today will be devoted to: a) discussion of the job information sheet b) explanation of upcoming assignment on planning a trip. c) individual or partner-type study for tour-guiding simulation (and testing) on Day 36.	b) See Appendix-form B-7b for "Guide to Planning A Trip" (a copy of these instructions should be given to each student-teacher should duplicate these copies in advance).

TIME SCHEDULE: ACTIVITIES FOR DAY 36

OBJECTIVES	ACTIVITIES	RESOURCES
(Objective continued from Day 35: #3) Evaluate the important sights of the native city and be able to describe the important points of those sights to a person who is unfamiliar with the city.	1. Each student takes a turn describing 3-4 of the slides originally shown on Day 34. The teacher selects these slides at random without telling the students in advance which ones they will be describing. The student plays the part of a tour guide in describing these and in answering questions which the 'tour group' (classmates) ask from the list of questions they have drawn up on Day 35.	1. See Day 34 for resource listing. Teacher should notify the resource center in advance that they will be keeping the slides for at least 3 days.

TIME SCHEDULE: ACTIVITIES FOR DAYS 37-42

OBJECTIVES	ACTIVITIES	RESOURCES
Plan a mock trip. Responsibilities for all the details of calculating expenses, making reservations, arranging a daily itinerary, and taking care of other travel details is completed by the student. The complete outline for the requirements of this project are listed in the appendix in "Guide to Planning a Trip" (form B-7b).	1. Each student will plan a foreign trip which will last from 10-15 days and which will visit at least 4 different foreign cities (points of departure and return in the United States are not counted -- more foreign cities may be added if desired). See appendix for complete details. This assignment should be made originally on Day 35. Days 37 to 42 are to be used to give class time to work on the project since materials will probably be limited and there will be a need to share. This project can be handed in in notebook form on Day 43. Or-if the teacher prefers and time allows, the trips may be presented in front of the class.	1. Form B-7B: "Guide to Planning a Trip" Teacher should attempt to gather in advance materials such as airline schedules (available from airlines offices), travel books (Frommers $5-a-day books are suggested or Fodor's Travel Series), and other travel information. Libraries are often good sources but frequently members of the faculty may have such books or guides listing hotels, sights, restaurants and such. See if these can be borrowed.

Travel Agents (D.O.T. includes Travel-Accomodation Appraiser, 168.268; Travel Clerk 205.168; Transportation Clerk, 242.368; Travel Counselor, 237.168)

Essentially, all of the above deal in various ways with those people who are traveling either for business or pleasure. They arrange transportation, make reservations with hotels, ships, or airlines for their clients, and may also act as counselors who advise on where to go, when to go, and how to go. Many may also serve as tour guides.

EXPLORATION ACTIVITY #10

Individual Student Exploration into Related Careers. Because of the multiplicity of careers in this occupational area, many have been left untouched in this curriculum guide. In this exploration activity, the students can explore a related career of their choice. There are a number of related careers which are the major subject of other curriculum guides.

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: 1. Identify and explore at least one additional career related to their individual interests and this occupational area. 2. Locate and record specific information related to a career of individual interest to him.	Each student selects and explores a career or job which is related to both his individual interest and the occupational area described in this curriculum guide. The students are to use career information reference located in the class room, school library, public library, their homes and community as resources to complete an "Individual Career Exploration Worksheet" which is attached.	Dictionary of Occupational Titles, Volumes I & II. Occupational Outlook Handbook 1972-73 Ed. Encyclopedia of Careers and Vocational Guidance Volumes I & II (Doubleday) Largo or SRA Career Kits Make a class set of the "Individual Career Exploration Worksheet"

INDIVIDUAL CAREER EXPLORATION WORKSHEET

1. Student's Name: _____

2. Related careers being explored:

   a. D.O.T. Number(s) _____

   b. Relationship to:

      1. Data _____

      2. People _____

      3. Things _____

3. Nature of duties or tasks performed:

   _____

   _____

   _____

4. Important qualifications

   a. Education _____

   b. Age _____

   c. Previous experience _____

   d. Other _____

5. Procedure for applying

   _____

   _____

   _____

6. In what occupational areas is this related career found? (If many, list 3 specific areas.)

   _____

   _____

   _____

7. What is the salary for this career?

   a. Starting _____

   b. Maximum _____

8. Are there chances for advancement? Name several promotional positions.

_____

_____

_____

9. Are there places in Cincinnati where you could work in this career?

_____

_____

_____

10. Name one or two resource people that you could write or phone for more information.

_____

_____

11. Are there places that you or a small group of students could visit to observe your career?

_____

_____

_____

12. Are there any books in the school library on this related career?

_____

_____

13. What can you do in high school to learn about and prepare for the career of your choice?

a. _____ d. _____

b. _____ e. _____

c. _____ f. _____

EXPLORATION ACTIVITY #11 (2 Days Suggested)

Student Self Evaluation of Career Maturity

This activity is planned to help the students analyze and learn to value their career-related experiences and the level of their career maturity.

Seven areas of growth and development which have been identified for this use are as follows:

1. Individual and Environment (Social Awareness)
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Vocational Decision Making
7. Self (Self-Awareness)

OBJECTIVES	ACTIVITIES	RESOURCES
The student will be able to: - Respond, in a purposeful and business-like manner, to one or more questions which ask the student to analyze their experiences in each of the developmental areas.	Each student is asked to seriously consider their career related experiences. A brief class discussion and/or small group discussions may be used to introduce this topic. The students should view the films "What Do We Look Like to Others" and "I Want to Work For Your Company" If these films have been viewed previously they should be reviewed and discussed. Following a review of these films each student is asked to respond to a set of self-analysis questions prepared by the teacher. To help the teacher in preparing these questions a definition of each developmental area and sample questions for each area are attached to this sheet.	The teacher will need to generate class sets of questions. These two films are available from Resource Services on Iowa Street.

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DEFINITIONS OF DEVELOPMENTAL AREAS

Individual and Environment (Social Awareness)

In this area of the student's development, the student must determine who he is and how he relates to his environment. He must be involved in experiences which will help him to determine his relative abilities to work with people, to manipulate tools, to sense his presence in his environment, and to comprehend laws of nature and the processes for behavioral advancements within his community.

The student will be involved with understanding his interests, aptitudes, achievements, temperament, his family peers, his society, and etc.

Economics

Students must learn to see themselves as a productive worker unit who supports his community through efficient positive efforts as a producer and consumer. He must learn that the money he receives for his work is an important factor in determining the behavior of his community through the way in which he spends his money; the way in which he is willing to work for his money; and how this spending gives direction to the use of raw materials for production and consumption of goods and services to be used in his community.

The student must learn what is meant by a fair day's pay for a fair day's work and the implied obligations between the consumers and producers.

World of Work

This area is concerned with the student's development of a method for collecting information about jobs. It also is concerned with the student developing an understanding of what behavior is required to do certain jobs. Examples of job information include, in part, the following items:

Job entry levels
Performance activities
Working conditions

Education and training requirements
Availability of jobs
Seasonality of jobs
Job status
Advancement possibilities

Education and Training

The student must learn what behavior modifications (education and training) will be expected of him for certain jobs. In doing so he will learn the innate abilities he has and if these abilities can be developed to the level required to perform certain jobs he chooses for his vocation.

Students must learn which educational programs will help them to acquire the experience that will help them to develop the performance behavior required for certain jobs.

Employability and Work Adjustment Skills

This section is concerned with attitude strategies and the importance of the development of successful attitude strategies which are necessary for continued economic gains.

Students must learn how good attitudes are a contribution to their own adjustment and success as well as the success of their community. People are dismissed from their jobs more often because they cannot get along with people than they are because they do not have the skills for their jobs.

Vocational Decision Making

Students must learn a method for making decisions if they are to become employable and well adjusted citizens. They must learn to gather facts about themselves, jobs, and values and how to weigh this information to reach a conclusion as to what work they are able to do and what work they want to do.

Self

In this area the Self as subject is the major focus. Self as subject requires that the person's own feelings, perceptions and beliefs are dealt

with. This requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Seven topics are developed in the broad area SELF. These trace self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

SAMPLE QUESTIONS FOR CAREER MATURITY

Listed on this page are sample questions related to areas of growth and development.

1. Self and Environment

   - What things have I done with any degree of success?
   - What things have I done that others have commended me for doing exceptionally well?

2. Economics

   - How much money have I earned?

3. World of Work

   - What jobs have I held? Describe them in detail.

4. Education and Training

   - What courses have I taken that would prepare me for an entry job position?

5. Employability and Work Adjustment Skills

   - What were the expectations of employers concerning the job I have held?

6. Vocational Decision Making

   - Where could I get additional information about jobs and careers?

7. Self

   - What are the things I really like to do?
   - What are the things that I don't like to do?

III. Appendix

A. Job Titles

B. Forms

C. Resource

Guide To Appendix

A. Job Titles (with D.O.T. code and page) . . . . . .

B. Forms
   1. Introductory Activities
      a. Passport Application
      b. Health Card Application
      c. Getting Ready to Go! - Travel Information Sheet
   2. Exploration Activity #4: Translating and Interpreting
      a. Self Analysis Quiz
      b. Job Information Sheet (also for use in each of the following units)
      c. Sample FL News Article
      d. Speaker Evaluation Form
   3. Exploration Activity #5: Foreign Service and International Service Organizations
      a. Self Analysis Quiz
      b. List of Vocabulary
   4. Exploration Activity #6: Teaching Foreign Languages
      a. Self Analysis Quiz
      b. Sample Application Form (Cincinnati Public School Teacher)
      c. Sample Dialogue and Pattern Drills
   5. Exploration Activity #7: Airline Services
      a. Self Analysis Quiz
      b. Insert Blank Page Which Says "Article In School Library"
      c. Exploration Trip Summary Form
      d. Sample Air Tickets
   6. Exploration Activity #8: Customs and Immigration Officials
      a. Self Analysis Quiz
      b. Customs Declaration Forms
      c. U.S. Customs Hints Worksheet
   7. Exploration Activity #9: Travel Agents and Tour Guides
      a. Self Analysis Quiz
      b. Guide to Planning a Trip

C. Resources
   1. Resource Books for Students and Teachers
   2. Outline for Student Notebooks
   3. Procedure for Exploration Trips
      a. Exploration Trip Permission Form
      b. Exploration Trip Report
      c. Field Trips In Career Development
   4. List of Magazine Articles
      a. Translating and Interpreting
      b. Foreign Service
      c. Teaching Foreign Language
      d. Airlines
      e. Customs
      f. Travel Agents
   5. List of Audio Visual Aids

A. Job Titles

Job Titles (with D.O.T. code and page)

Note: All page numbers listed are for Volume 1 of the Dictionary of Occupational Titles

Unit on Translating-Interpreting		
Translator	137.288	p. 753
Interpreter	137.268	p. 390
Importer-Exporter	185.168	p. 796
Import-Export Agent	184.118	p. 372
Foreign Clerk	219.448	p. 294
Unit on Foreign Service		
Foreign Service Officer	188.118	p. 294
Unit on Teaching Foreign Language		
Elementary Teacher	092.228	p. 726
Secondary Teacher	091.228	p. 727
University Teacher	090.228	p. 263
Unit on Airline Services		
Airplane Pilot	196.283	p. 11
Airplane Stewards & Stewardesses	352.878	p. 11
Unit on Customs and Immigration		
Customs Agent	188.168	p. 183
Customs Clerk	249.288	p. 183
Customs Collector	188.118	p. 183
Customs - Enforcement Officer	379.168	p. 183
Customs Examiner	168.287	p. 183
Customs-House Broker	186.118	p. 183
Customs Inspector	168.168	p. 183
Customs Officer	188.168	p. 183
Customs Sampler	168.287	p. 183
Customs Verifier	168.287	p. 183
Immigration Inspector	168.168	p. 372
Unit on Travel Agents		
Travel-Accomodation Appraiser	168.268	p. 754
Travel Clerk	205.168	p. 754
Transportation Clerk	242.368	p. 754
Travel Counselor	237.168	p. 754

B. Forms

DON'T PUT IT OFF
APPLY NOW

(PLEASE TYPE OR PRINT)

AVOID THE LAST
MINUTE RUSH

DEPARTMENT OF STATE

PASSPORT APPLICATION

Before completing this application, read and detach information for Passport Applicants on pages 3 and 4. (Use supplemental sheets when the space provided is not adequate)

(PASSPORT OFFICE USE ONLY)

R D O DP Endorsement _____

A

TO BE COMPLETED BY ALL APPLICANTS

(First name) (Middle name) (Last name)

I, _____,

a citizen of the United States, do hereby apply to the Department of State for a passport.

MAIL PASSPORT TO:

IN CARE OF (if applicable) _____

STREET _____

CITY _____ STATE _____ ZIP CODE _____

PHONE NOS. Area Code _____ Home: _____ Business: _____

DATE OF BIRTH (Month) (Day) (Year)	PLACE OF BIRTH (City, State or Province, Country)

HEIGHT	COLOR OF HAIR (Spell out)	COLOR OF EYES (Spell out)	APPROXIMATE DATE OF DEPARTURE
____ Ft. ____ In.			

VISIBLE DISTINGUISHING MARKS	OCCUPATION	SOCIAL SECURITY NO.

MY PERMANENT RESIDENCE (Street address, City, State, ZIP Code) (If mailing Address, write "Same")	COUNTY OF RESIDENCE

EVIDENCE

Applicant's Birth Certificate

Filed SR CR City

Certificate of Naturalization or Citizenship

No. Date

Place ☐ Seen and Returned

Wife/Husband Birth Certificate

Filed SR CR City

Certificate of Naturalization or Citizenship

No. Date

Place ☐ Seen and Returned

Child(ren)'s Birth Evidence

B

COMPLETE ONLY IF WIFE/HUSBAND OR CHILDREN UNDER THE AGE OF 18 YEARS ARE TO BE INCLUDED IN PASSPORT AND SUBMIT GROUP PHOTOGRAPH

(WIFE'S) (HUSBAND'S) FULL LEGAL NAME

DATE OF BIRTH (Mo., Day, Year)	PLACE OF BIRTH (City, State or Province, Country)

CHILD(REN) NAME(S) IN FULL	PLACE OF BIRTH (City, State or Country)	DATE OF BIRTH (Month, Day, Year)

C

SEE REQUIREMENTS FOR PHOTOGRAPHS ON ATTACHED INFORMATION SHEET. PHOTOGRAPHS WHICH DO NOT MEET THE REQUIREMENTS OR ARE NOT A LIKENESS WILL NOT BE ACCEPTED.

CLERK OR AGENT WILL STAPLE PHOTO HERE. DO NOT IMPRESS SEAL ON EITHER PHOTOGRAPH.

TO BE COMPLETED BY APPLICANT FOR HIMSELF AND PERSONS INCLUDED

HAVE YOU OR ANYONE INCLUDED IN THIS APPLICATION BEEN ISSUED OR INCLUDED IN A U.S. PASSPORT? ☐ YES ☐ NO (IF YES, GIVE DATE OF MOST RECENT PASSPORT ISSUED AND NAME IN WHICH ISSUED)

IF NOT SUBMITTED WITH THIS APPLICATION:

Where Issued:

Disposition:

IN THE EVENT OF ACCIDENT OR DEATH NOTIFY (Do not show name of a person who will accompany you when traveling)

Name in full: Relationship:

Street address, City, State:

(PASSPORT OFFICE USE ONLY)

74 68

FEE _____ EXEC. _____ TWX _____ POST. _____

FORM DSP-11

(OVER - YOU MUST COMPLETE PAGE 2)

D TO BE COMPLETED BY ALL APPLICANTS

FATHER'S NAME	FATHER'S PLACE OF BIRTH	FATHER'S DATE OF BIRTH	☐ U.S. CITIZEN ☐ NOT U.S. CITIZEN
MOTHER'S MAIDEN NAME	MOTHER'S PLACE OF BIRTH	MOTHER'S DATE OF BIRTH	☐ U.S. CITIZEN ☐ NOT U.S. CITIZEN

☐ I WAS NEVER MARRIED ☐ I WAS LAST MARRIED ON	TO (Full legal name - complete whether widowed or divorced)	WHO WAS BORN ON (Date)
BORN AT (City, State, Country)	☐ WHO IS A U.S. CITIZEN ☐ WHO IS NOT A U.S. CITIZEN	☐ MARRIAGE NOT TERMINATED ☐ MARRIAGE TERMINATED BY ☐ Death ☐ Divorce on (Date)

E WOMEN MUST COMPLETE FOLLOWING IF CHILDREN OF A PREVIOUS MARRIAGE ARE INCLUDED OR IF PREVIOUSLY MARRIED BEFORE MARCH 3, 1931

I WAS PREVIOUSLY MARRIED ON	TO (Full legal name)	WHO WAS BORN AT (City, State, Country)
ON (Date of birth)	☐ FORMER HUSBAND WAS U.S. CITIZEN ☐ FORMER HUSBAND WAS NOT U.S. CITIZEN	PREVIOUS MARRIAGE TERMINATED BY ☐ DEATH ☐ DIVORCE ON (Date)

F COMPLETE IF APPLICANT OR ANY PERSON INCLUDED WAS NOT BORN IN THE U.S. AND CLAIMS CITIZENSHIP THROUGH PARENT(S)

IMMIGRATED TO THE U.S. (Month) (Year) ☐ APPLICANT ☐ WIFE ☐ HUSBAND ☐ CHILD	IF FATHER NATURALIZED: DATE	CERTIFICATE NO.	IF KNOWN, FATHER'S RESIDENCE IN U.S. From (Year) To (Year)
	BEFORE (Name of Court)	PLACE (City, State)	
RESIDED CONTINUOUSLY IN THE U.S. From (Year) To (Year) ☐ APPLICANT ☐ WIFE ☐ HUSBAND ☐ CHILD	IF MOTHER NATURALIZED: DATE	CERTIFICATE NO.	IF KNOWN, MOTHER'S RESIDENCE IN U.S. From (Year) To (Year)
	BEFORE (Name of Court)	PLACE (City, State)	

G PROPOSED TRAVEL PLANS - TO BE COMPLETED BY ALL APPLICANTS

PURPOSE OF TRIP	MEANS OF TRANSPORTATION	Ship	Air	Other	COUNTRIES TO BE VISITED
PROPOSED LENGTH OF STAY	Departure	☐	☐	☐	
	Return	☐	☐	☐	
NO. OF PREVIOUS TRIPS ABROAD WITHIN LAST 12 MONTHS	DO YOU EXPECT TO TAKE ANOTHER TRIP ABROAD? ☐ Yes ☐ No IF SO, WITHIN ☐ 1 Year ☐ 2 Years ☐ 5 Years				

SAMPLE

WARNING: False statements made knowingly and willfully in passport applications or in affidavits or other supporting documents submitted therewith are punishable by fine and/or imprisonment under the provisions of 18 USC 1001 and/or 18 USC 1542. Alteration or mutilation of a passport issued pursuant to this application is punishable by fine and/or imprisonment under the provisions of 18 USC 1543. The use of a passport in violation of the restrictions contained therein or of the passport regulations is punishable by fine and/or imprisonment under 18 USC 1544.

I have not (and no other person included in this application has), since acquiring United States citizenship, been naturalized as a citizen of a foreign state; taken an oath or made an affirmation or other formal declaration of allegiance to a foreign state; entered or served in the armed forces of a foreign state; accepted or performed the duties of any office, post, or employment under the government of a foreign state or political subdivision thereof; made a formal renunciation of nationality either in the United States or before a diplomatic or consular officer of the United States in a foreign state; ever sought or claimed the benefits of the nationality of any foreign state; or been convicted by a court or court martial of competent jurisdiction of committing any act of treason against, or attempting by force to overthrow, or bearing arms against, the United States, or conspiring to overthrow, put down or to destroy by force, the Government of the United States.

(If any of the above-mentioned acts or conditions have been performed by or apply to the applicant, or to any other person to be included in the passport, the portion which applies should be struck out, and a supplementary explanatory statement under oath (or affirmation) by the person to whom the portion is applicable should be attached and made a part of this application.)

I solemnly swear (or affirm) that the statements made on all the pages of this application are true and that the photograph attached is a likeness of me and of those persons to be included in the passport.

OATH OF ALLEGIANCE

Further, I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I take this obligation freely, without any mental reservations, or purpose of evasion; So help me God.

(To be signed at same time by wife, husband to be included in passport)

(To be signed by Applicant in presence of person administering oath)

Subscribed and sworn to (affirmed) before me this _____ day of _____, 19____

(SEAL OF COURT)

(Signature of Clerk of Court or Passport Agent)

Clerk of the _____ Court or Passport Agent at _____

Identifying Document Submitted *(Proper evidence to identify the applicant must be submitted in compliance with Section 320 of the Clerk of Court Handbook on Passports)*

DETACH HERE

INFORMATION FOR PASSPORT APPLICANTS

A. WHO MAY BE ISSUED A PASSPORT

A passport may be issued only to citizens or nationals of the United States.

B. USE OF THIS FORM

1. This application must be personally presented to and executed by (a) a passport agent; (b) a clerk of any Federal court; (c) a clerk of any State court of record or a judge or clerk of any probate court; or (d) a postal clerk designated by the Postmaster General.* A wife or husband who is to be included in the passport must appear in person with the applicant and also execute the application. Unmarried children under the age of 18 years who are to be included in a passport application are not required to appear in person. An unmarried person who has attained the age of 18 years must obtain a passport in his own name.

Passport Agencies are located in the following cities: Boston, Chicago, Honolulu, Los Angeles, Miami, New Orleans, New York, Philadelphia, San Francisco, Seattle, and Washington, D.C.

2. Under certain circumstances, a person who is the bearer of a passport issued within eight years prior to the date of a new application and who can submit that passport with his new application, may apply for a subsequent passport by mail. A person who may be eligible to apply for a passport by mail may obtain Form DSP-82, "Application for Passport by Mail," from travel agents, and the offices listed in Section B-1. Before completing the form, the applicant should carefully read the instructions on the reverse side to determine that he meets all of the requirements for obtaining a passport by mail.

C. PROOF OF UNITED STATES CITIZENSHIP IS REQUIRED OF APPLICANTS

1. Applicants Who Were Issued or Included in Passports Previously. A passport issued previously to an applicant or one in which he was included, shall be accepted as proof of United States citizenship. The applicant shall submit the passport with the application. If the passport cannot be submitted other evidence of citizenship should accompany the application to avoid delay in issuance of the passport. The previous passport or citizenship documents will be returned with the newly issued passport.

2. Applicants Who Are Applying for Their First Passport.

a. Citizenship by Birth in the United States. A native-born citizen shall present his birth certificate or, if not obtainable, his baptismal certificate or a certified copy of the record of baptism. Birth and baptismal certificates, to be acceptable, shall show that the birth or baptism was recorded shortly after birth. If such primary evidence is not obtainable, he shall submit a notice by appropriate authorities that no birth record exists and such secondary evidence as census records, newspaper files, family bibles, school records or affidavits of persons with personal knowledge of the birth. The birth or baptismal certificate must show the applicant's given name and surname. If it does not, or if the name shown is not in agreement with the name as presently used, clarifying secondary evidence as shown above will be required.

All documents submitted as evidence of United States citizenship by birth shall include the place and date of birth of the applicant and bear the seal of the office, if this is customary, and signature of the person before whom such documents were executed or by whom they were issued. Evidence, except affidavits and altered or mutilated documents will be returned by the Passport Office to the applicant unless the case may require further investigation.

b. Citizenship by Naturalization. A person who claims United States citizenship by naturalization shall submit his certificate of naturalization with his application.

c. Citizenship Through Parent(s). If United States citizenship was acquired through naturalization of a parent or parents, or by birth abroad to United States citizen parent(s), the certificate of citizenship issued by the Immigration and Naturalization Service shall be submitted with the application. If such a certificate is not available, submit the following documents:

(1) When Citizenship Was Acquired Through Naturalization of Parent or Parents. Parent(s) certificate(s) of naturalization, applicant's foreign birth certificate and evidence of admission to the United States for permanent residence shall be submitted with the application. If citizenship was acquired through the naturalization of a sole parent, the other having been an alien, also submit the divorce decree showing naturalized parent has custody, or the death certificate of the alien parent, when appropriate.

(2) When Citizenship Was Acquired Through Birth Abroad to United States Citizen Parent or Parents. A Consular Report of Birth (Form FS-240) or Certification of Birth (Form DS-1350 or Form FS-545) issued by the Department of State shall be submitted with the application. If neither of these is available, the foreign birth certificate, evidence of the United States citizenship of parent(s) and an affidavit from parent(s) showing the periods and places of residence in the United States and abroad (specifying any periods in the Armed Forces of the United States) before birth of applicant shall be submitted.

d. Requirements for Women Married Before September 22, 1922, or Married to Aliens Ineligible to Citizenship Before March 3, 1931. (Section 437 of the Clerk of Court Handbook on Passports.) Evidence requirements for persons in these categories should be discussed with the person executing the application.

D. PHOTOGRAPHS

1. Number and Recency of Photographs Required. Two duplicate signed photographs taken within six months of the date of the application, portraying a good likeness of and satisfactorily identifying the applicant shall be presented with the application.

2. Signature on the Photographs. Both photographs must be signed on the front along the left-hand side without marring the features. The signature on the photographs must agree with the signature on the application.

3. Photographs for More Than One Person. A group photograph is preferred when a wife and/or children are to be included in a passport. When it is not feasible to submit a group photograph, separate photographs may be submitted.

4. Photographs May Be in Color or in Black and White. Passport photographs are acceptable in black and white or in color. Photographs retouched to a point where the applicant's appearance is changed are unacceptable. However, those retouched merely to eliminate shadows and lines are acceptable.

*Postal clerks have been designated only in certain areas.

SAMPLE

5. Size and Quality of Photographs. The Passport Office welcomes photographs which depict the applicant as a relaxed and smiling person. Photographs shall be clear, front view, full face and shall be printed on thin, unglazed paper base with a light, plain background.

They shall not be smaller than 2-1/2 x 2-1/2 inches nor larger than 3 x 3 inches in size. Prints shall be capable of withstanding a mounting temperature of over 200 degrees Fahrenheit. Vending machine or acetate or film base prints are not acceptable because they may fade before the passport expires. Also, snapshots, magazine or full length photographs are not acceptable.

E. IDENTIFICATION

All applicants applying under Section B must establish their identity to the satisfaction of the person executing the application. This may be done in one of the following ways:

1. Personal Knowledge of Identity. If the applicant is personally known to the person executing the application no further identification is required.

2. Documents to Prove Identity. The following items are acceptable if they contain the signature AND either a physical description or a photograph of the applicant:

a. Previous United States passport;
b. A certificate of naturalization or of derivative citizenship;
c. Driver's license (not temporary or learner's license);
d. A governmental (Federal, State, Municipal) identification card or pass;

As a general rule, the following documents are not acceptable as evidence of identity:

a. Social Security Card;
b. Learner or temporary driver's permit;
c. Credit cards of any type;
d. Membership card in local social organizations, clubs, etc.;
e. Any temporary identity card or document;
f. Any document which has been altered or changed in any manner.

3. Witness in Lieu of Documents. If the applicant is not able to establish his identity by personal knowledge or by one of the above items, he shall be accompanied by an identifying witness who has known him for at least 2 years and who is a United States citizen. The identifying witness shall sign an affidavit in the presence of the same person who executes the passport application. The affidavit shall show that the witness resides at a specific address; that he knows or has reason to believe that the passport applicant is a citizen of the United States; the basis of his knowledge concerning the applicant; and that the information set forth in the affidavit is true to the best of his knowledge and belief. The witness shall be required to establish his own identity to the satisfaction of the person executing the application by one of the above means.

F. PASSPORT FEES

1. Amount of Fee

a. Execution Fee. A fee of $2 shall be paid to the person executing the application. The execution fee is not collected by Federal officials when the application is for a No-Fee type passport. No other fee except postage or necessary emergency charges should be paid.

b. Passport Fee. The fee for a passport is $10. No passport fee is charged Armed Forces personnel or their dependents who submit Department of Defense Forms DD-1056, or civilian employees of the United States Government or their dependents proceeding abroad on official business who present letters of authorization from the Government Agency.

Passport fees and no-fee authorizations shall accompany this application.

2. Form of Fee. The $10 passport fee must be in the form of:

a. Bank draft or cashier's check;
b. Check—certified, personal, travelers;
c. Money order—United States Postal, International, currency exchange, bank.

Payment should be made payable to the Passport Office. Coin or currency should not be submitted with applications unless application is made at one of the Passport Field Agencies shown in Section B-1.

G. HOW TO AMEND A PASSPORT

A passport may not be amended to exclude the bearer. It may be amended at the request of the bearer to show a married name, to correct the descriptive data, or to include or exclude a wife or husband or any minor children. Form DSP-19, Application for Amendment of Passport, may be used for this purpose. This form is required and must be executed before an authorized person noted in Section B-1 when an individual is to be included in a passport. A person may be included and excluded from a passport once only.

Forms DSP-19 are available from the offices noted in Section B-1.

H. IMMUNIZATION INFORMATION

The International Health Regulations adopted by the World Health Organization stipulate that vaccination against smallpox, cholera, and yellow fever may be required as a condition of entry to any country.

Most countries require entering travelers to possess a valid International Certificate of Vaccination against smallpox. In addition, some countries require travelers to possess valid cholera and/or yellow fever Certificates.

Details concerning recommended and required immunizations and prophylaxis, for travel to all areas of the world, may be obtained from your local or State health department.

P A S S P O R T S

Room 831 U.S. Postoffice Bldg.,
Fifth & Walnut Sts.,
Cincinnati, Ohio 45202

Hours: 8:30 A.M. to 4:00 P.M.
Monday thru Friday Telephone: 684-2965

REQUIREMENTS

1. PROOF OF CITIZENSHIP BIRTH CERTIFICATE from Public Record. It must bear the IMPRESSION SEAL and SIGNATURE of issuing authority. It must also show what date the record was made. If it was not recorded within one year after the birth date, it then must also show the evidence that was submitted at the time it was filed.

   Or one of the following:

   a. CERTIFICATE OF BAPTISM. To be acceptable the baptism must have occurred within one year of the birth, the certificate must bear the church seal and it must state the birth place.
   b. CERTIFICATE OF NATURALIZATION.
   c. Previously Issued U.S. PASSPORT.

2. PHOTOGRAPHS. TWO (duplicates) recently taken (not over six months old), on thin unglazed paper with a light background, SIZE 2 1/2 x 2 1/2 inches. When more than one person is to be included in a Passport, the photo should be in a GROUP and may be 3 x 3 inches.

3. IDENTIFICATION. Acceptable means of identification which bear the SIGNATURE and either a physical description or a photograph of the applicant are:

   a. VALID DRIVER'S LICENSE.
   b. U.S. PASSPORT or NATURALIZATION paper.
   c. ID cards issued by U.S. Gov't. or Companies issuing cards to employees.

   If none of the above means of identification are available, the applicant must bring an IDENTIFYING WITNESS ALONG WITH HIM. (The witness must have the same type of identification.)

4. FEES. $12.00 in the form of a PERSONAL CHECK OF THE APPLICANT OR MONEY ORDER made payable to "Passport Office." A Check or Money Order is required. Cash is not acceptable as the fee is forwarded together with an application through the mail to the State Department, Washington, D.C.

ADDITIONAL INFORMATION:

Office hours are shown on the sheet attached. However, it may be noted that the best time to appear in person generally is during the period from 8:30 - 9:30 A.M.

Processing time varies. A maximum of up to 8 (EIGHT) weeks is possible during the extremely heavy season which occurs from March thru June. The minimum is approximately 3 (THREE) weeks during the period from September thru December. If emergency processing is required, it may be necessary to appear in person at the Dept. of State, Passport Office Washington, D.C. or one of its Agency Offices which are located in ten major cities.

Under certain circumstances a person who has been the bearer of a Passport issued within 8 (EIGHT) years prior to a new application, and can submit that Passport with his application, may apply for a new Passport by by mail with the use of a special pink form #DSP-82.

HEALTH INFORMATION:

For information concerning necessary immunizations contact the office that is handling your tickets: (Travel Agent, Airline Office etc.) OR
The U.S. Public Health Service
Room 245 U.S. Postoffice Bldg.,
5th & Walnut Sts., Cincinnati, Ohio 45202. Telephone 684-2115.

Pick up form at time of Passport Application.

HOW TO OBTAIN CERTIFIED BIRTH CERTIFICATE:

Persons born in the Corporate limits of Cincinnati may obtain a Certified copy of their Birth Certificate at:
The Bureau of Vital Statistics
Room 230 City Hall-9th & Plum Sts., Tele: 421-5700.

Those persons born in Hamilton County but outside the Corporate limits of Cincinnati may obtain a Certified copy of their Birth Certificate at:
The Hamilton County Board of Health
10th Floor Temple Bar Building., N.W. Corner of Court & Main Sts.,
Tele: 632-8451.

Those persons whose birth occurred elsewhere in this Country must contact the State Health Department in the Capital city of the State where the birth took place.

CUSTOMS INFORMATION:

Customs Information is available from:
The U.S. Customs Office
Room 8511 U.S. Federal Bldg.
550 Main St., Tele: 684-3683.

INTERNATIONAL CERTIFICATES OF VACCINATION

AS APPROVED BY
THE WORLD HEALTH ORGANIZATION
(EXCEPT FOR ADDRESS OF VACCINATOR)

CERTIFICATS INTERNATIONAUX DE VACCINATION

APPROUVÉS PAR
L'ORGANISATION MONDIALE DE LA SANTÉ
(SAUF L'ADRESSE DU VACCINATEUR)

SAMPLE

TRAVELER'S NAME—NOM DU VOYAGEUR

ADDRESS—ADRESSE (Number—Numéro) (Street—Rue)

(City—Ville)

(County—Département) (State—Etat)

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE

PHS—731 (REV. 9-71)

FOLD HERE TO PLACE WITH PASSPORT

★ U.S. GOVERNMENT PRINTING OFFICE: 1972 O—480-939

INSTRUCTIONS TO TRAVELERS

International Certificates of Vaccination or Revaccination are official statements verifying that proper procedures have been followed to immunize you against a disease which could be a threat to the United States and other countries. The Certificates are second in importance only to your passport in permitting uninterrupted international travel. THEY MUST BE COMPLETE AND ACCURATE IN EVERY DETAIL, or you may be detained at ports of entry.

When your itinerary is complete, you may obtain information on immunizations required or recommended for foreign travel from your local or State Health Department.

How to Complete Your International Certificates of Vaccination

1. Enter your name and address on the cover of the booklet before presenting it to your physician.

2. On the Certificates required for your travel, print your name on the first line; sign your name on the second line; indicate your sex; and indicate your date of birth in the following sequence: day, month, year. Example: 6 June 1940.

3. Vaccination against smallpox and cholera may be given by any licensed physician in the United States. After the physician completes his part of the Certificate, take it to your local health department to be validated. Yellow fever immunization may be obtained only at a designated Yellow Fever Vaccination Center. The Certificate must be stamped with the official stamp of the Yellow Fever Vaccination Center.

4. It is your responsibility to have the Certificates validated with an "approved stamp." THE CERTIFICATES ARE NOT VALID WITHOUT AN "APPROVED STAMP."

SAMPLE

INSTRUCTIONS TO PHYSICIAN

INFORMATION REQUESTED ON EACH CERTIFICATE MUST BE COMPLETE FOR THE CERTIFICATE TO BE VALID.

1. The space for primary vaccination against smallpox is to be used only when a person receives his vaccination for the first time. If unsuccessful, a new Certificate must be used for a repeat primary vaccination.

2. The dates on each Certificate are to be written with the day in Arabic numerals, followed by the month in letters and the year in Arabic numerals. Example: 1 Jan. 1971.

3. Vaccinations may be given by nurses and medical technicians if under the direct supervision of a qualified medical practitioner. The physician's WRITTEN signature must appear on the Certificate; a signature stamp is not acceptable.

4. If smallpox vaccination is contraindicated on medical grounds, you should provide the patient with a written statement, on your letterhead, signed and dated, indicating the nature of the contraindication.

5. Information concerning official immunization requirements for international travel and the location of Yellow Fever Vaccination Centers in your area may be obtained from your local or State Health Department.

DO NOT THROW THIS BOOKLET AWAY. YOU MAY HAVE OCCASION TO USE THE CERTIFICATES FOR FUTURE TRAVEL AND AS A RECORD OF YOUR VACCINATION HISTORY.

INTERNATIONAL CERTIFICATE OF VACCINATION OR REVACCINATION AGAINST SMALLPOX
CERTIFICAT INTERNATIONAL DE VACCINATION OU DE REVACCINATION CONTRE LA VARIOLE

This is to certify that
Je soussigné(e) certifie que _____ sex / sexe _____
whose signature follows
dont la signature suit _____ date of birth / né(e) le _____
has on the date indicated been vaccinated or revaccinated against smallpox with a freeze-dried or liquid vaccine certified to fulfill the recommended requirements of the World Health Organization.
a été vacciné(e) ou revacciné(e) contre la variole à la date indiquée ci-dessous, avec un vaccin lyophilisé ou liquide certifié conforme aux normes recommandées par l'Organisation mondiale de la Santé.

Date	Show by "X" whether / Indiquer par "X" s'il s'agit de	Signature, professional status, and address of vaccinator / Signature, titre, et adresse du vaccinateur	Manufacturer and batch no. of vaccine / Fabricant du vaccin et numéro du lot	Approved stamp / Cachet autorisé
1a	Primary vaccination performed / Primovaccination effectuée ☐			
1b	Read as successful / Prise ☐ Unsuccessful / Pas de prise ☐			
2	☐ Revaccination			
3	☐ Revaccination			
4	☐ Revaccination			
5	☐ Revaccination			

SAMPLE

THE VALIDITY OF THIS CERTIFICATE shall extend for a period of 3 years, beginning 8 days after the date of a successful primary vaccination* or, in the event of a revaccination, on the date of that revaccination.
The approved stamp mentioned above must be in a form prescribed by the health administration of the country in which the vaccination is performed.
This certificate must be signed by a medical practitioner in his own hand; his official stamp is not an accepted substitute for the signature.
Any amendment of this certificate, or erasure, or failure to complete any part of it, may render it invalid.
LA VALIDITÉ DE CE CERTIFICAT couvre une période de trois ans commençant huit jours après la date de la primovaccination effectuée avec succès (prise) ou, dans le cas d'une revaccination, le jour de cette revaccination.
Le cachet autorisé doit être conforme au modèle prescrit par l'administration sanitaire du territoire où la vaccination est effectuée.
Ce certificat doit être signé par un médecin de sa propre main, son cachet officiel ne pouvant être considéré comme tenant lieu de signature.
Toute correction ou rature sur le certificat ou l'omission d'une quelconque des mentions qu'il comporte peut affecter sa validité.
*See item 1, Instructions to Physicians.

NOTE TO TEACHER RE: GETTING READY TO GO

This sheet is designed to be completed by the student from information given in class on the second day of the Introduction period. It should be placed in an on-going notebook for the course, where it can provide the student with useful information at a later date. In addition, it should be a way of keeping the participation of all students of all abilities going.

GETTING READY TO GO! - PASSPORT & TRAVEL INFORMATION SHEET

Fill out the information asked for on this sheet from what you learn in class; then, place this sheet in your class notebook.

I. Passports

A. Where do you apply for a passport? _____

B. What 4 materials must you have to apply?
1. _____
2. _____
3. _____
4. _____

C. After reading the Oath of Allegiance on the passport application, what things can you think of that would cause you to lose your citizenship while in a foreign country? _____
_____

D. How long is a passport good for? _____
Can it be renewed? _____ For how long? _____

E. Things your Passport won't let you do:
1. What places may you not visit? _____
2. Are there any other limits put on what you may or may not do?
_____
_____

F. If your passport is lost or stolen, what should you do? _____
_____

II. Visas

A. What is a visa? _____

B. Where do you get one? _____

III. Health Card

A. Where can you get a health card? _____

B. What innoculations (shots) are required in different parts of the world?

	Shot		Place		Time
1.	_____	required for travel in	_____	good for	____ yrs.
2.	_____	required for travel in	_____	good for	____ yrs.
3.	_____	required for travel in	_____	good for	____ yrs.
4.	_____	required for travel in	_____	good for	____ yrs.
5.	_____	required for travel in	_____	good for	____ yrs.

C. What are some voluntary shots you can get? _____
_____

D. Where must you go to get your health card validated (ok'd)?
Addresses: _____ or _____
_____ _____
_____ _____

IV. International Driver's License

A. What must you have to apply for an international license?
1. _____
2. _____
3. _____

B. Where can you apply? _____

C. How long is it good for? _____

D. Is there any place where you cannot use it? _____

NOTE TO TEACHERS RE: SELF ANALYSIS-TRANSLATING

This self-analysis survey should be given at the beginning of the unit on translating and interpreting. It may be helpful to read through the items together, in case the reading ability of some of the students is limited. After the student has completed the form, you should go back and emphasize the importance of the attributes in the left hand column to success in this field. Ask the student why they are important.

SELF ANALYSIS: TRANSLATING AND INTERPRETING

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Enjoy reading and writing English	_____	_____	_____	Reading and writing (English) are not especially interesting to me.
Would like to travel and live in new foreign faraway places	_____	_____	_____	Prefer to live and travel in familiar places
Make friends easily	_____	_____	_____	Find it difficult to feel at ease with new people
Speak clearly	_____	_____	_____	Tend to talk too softly, too loudly, stutter
Not prejudiced	_____	_____	_____	Prejudiced
Calm under pressure	_____	_____	_____	Tend to worry and get tense under pressure
Plan to go to college	_____	_____	_____	Plan to go no further than high school
Enjoy foreign language	_____	_____	_____	Foreign language is one of my least favorite subjects
Have a good memory	_____	_____	_____	Tend to forget things easily
Can do things quickly and efficiently	_____	_____	_____	Am usually slow about doing things
Like to study words and their meanings	_____	_____	_____	Have no interest in words and meanings
Make at least average grades	_____	_____	_____	Make below average grades
Like to meet other people who have different backgrounds than mine	_____	_____	_____	Prefer to stick with friends who are like me - I feel awkward with people who are different
Can always find another way to explain something to someone who doesn't understand.	_____	_____	_____	Feel lost if people don't understand me the first time I explain something
Have large vocabulary	_____	_____	_____	Have small vocabulary

Am patient with difficult assignments	_____	_____	_____	Become impatient when a task is hard for me
Am very competitive	_____	_____	_____	Dislike competing with others
Enjoy studying geography, history, and culture of other lands	_____	_____	_____	Am not interested in geography, history, and culture
Am independent as a person	_____	_____	_____	Am dependent on others
Self-confident	_____	_____	_____	Feel unsure of myself
I stick with a job until it's done	_____	_____	_____	Tend to quit if I get bored or if the job is too hard

NOTE TO TEACHER RE: JOB INFORMATION SHEET

This sheet should be filled out for each of the 6 major areas to be covered. The student should use available resources such as those listed in Section C1 of this appendix ("Resource Books for Students and Teachers") to complete the form on his own time. The results should then be discussed in class so that everyone can share their findings. Finally, the completed form should go in the student's class notebook for future reference. In areas where there are many jobs under one heading (i.e. "Airline Services"), let the student choose the one occupation which most interests him (pilot, stewardess, etc.)

Occupation_____ Name_____

D.C.T. Number_____ Date_____

JOB INFORMATION SHEET

Description of job: _____

_____

_____

_____

Requirements for job:

1. Age - Minimum:_____ Maximum:_____
2. Physical - Height:_____ Weight:_____ Other:_____

_____

3. Educational background:_____

   High school requirements:_____

   College requirements:_____

   Military training:_____

Special exams required to enter:_____

Salary:_____ per_____ as a_____ salary
(amount) (week,month,year) (beginning,average,advanced)

Additional benefits usually enjoyed by members of this occupation: _____

_____

_____

Where to apply or get further information:

_____ _____ _____

_____ _____ _____

_____ _____ _____

Job open to men?_____ Women?_____ both?_____

Opportunities in this area increasing?_____ Few and competitive?_____

Opportunities for advancement:_____

_____

Advantages/Disadvantages in work hours and work places:_____

_____

_____

These aspects of the career would be most interesting to me:_____

_____

_____

These aspects would be the least interesting:_____

_____

_____

SAMPLE FOREIGN LANGUAGE NEWS ARTICLE

22 de julio 1973 Madrid

El señor Juan García, profesor de historia de la Universidad de Madrid, está en el hospital. Está enfermo con un problema del estómago. Estará en el hospital del 22 de julio hasta el 25 de julio. El señor García es muy famoso por sus estudios de la historia, la geografía, y la cultura de las naciones de Europa.

July 22, 1973 Madrid

Mr. Juan García, professor of history from the University of Madrid, is in the hospital. He is sick with a stomach ailment (problem). He will be in the hospital from the 22nd of July until the 25th of July. Mr. García is very famous for his studies of the history, the geography, and the culture of the European nations.

SPEAKER EVALUATION FORM

Name of speaker:_____ Name of company:_____

Occupation:_____

What type of education or training did the speaker have for his job?_____

_____

_____

What duties and responsibilities are a part of this person's job?_____

_____

_____

What things interested me the most about this career?_____

_____

_____

What things interested me the least about this career?_____

_____

_____

NOTE TO TEACHER RE: SELF ANALYSIS FOREIGN SERVICE

Read instructions concerning use of previous self analysis quiz on Translating and Interpreting. Those instructions apply here too.

SELF ANALYSIS: FOREIGN SERVICE INTERNATIONAL SERVICE ORGANIZATIONS

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Want to get more training after high school	_____	_____	_____	Have no plans to go on after high school
Willing to do extra work when necessary	_____	_____	_____	Don't like to do any more work than the minimum
Operate well under pressure	_____	_____	_____	Get tense and upset under pressure
Have a good knowledge of American history and culture	_____	_____	_____	Not interested in the subject of American history
Am competitive	_____	_____	_____	Dislike being measured against other people
Want to advance to higher levels in my work through further study	_____	_____	_____	Not interested in further training or study after I get my job.
Would like to live in other countries for long periods of time	_____	_____	_____	Don't like to be away from home for a long time
Am an A or B student in most subjects	_____	_____	_____	Majority of grades are average or below average
Am interested in foreign language study	_____	_____	_____	Dislike foreign languages
Make friends easily	_____	_____	_____	Prefer to stick with people I know
Am physically fit	_____	_____	_____	Don't get much exercise
Am patriotic towards U.S.A.	_____	_____	_____	Don't particular care one way or the other about U.S.A.
Am tolerant of discomforts	_____	_____	_____	Wouldn't want to live with any discomforts I don't have here
Becoming wealthy is not my major consideration in choosing a job	_____	_____	_____	Am not interested in a "moderate paying" job, no matter what other benefits there are
Am willing to have the FBI thoroughly investigate my background	_____	_____	_____	Don't wish my future employer to do any more than check my references - no investigations

Place others' welfare before my own	_____	_____	_____	Let others watch out for themselves
Can keep secrets	_____	_____	_____	Like to tell my news to others
Can remember names well	_____	_____	_____	Forgetful with names

LIST OF VOCABULARY: FOREIGN SERVICE AND INTERNATIONAL SERVICE ORGANIZATION

Directions: Based on what you learn in the class discussion, write definitions or explanations of the words or terms below.

1. Ambassador
2. Embassy
3. Attaché
4. Chief of Mission
5. Foreign Service Reserve Officer
6. Consulate
7. Consul
8. Department of State
9. Protocol
10. William P. Rogers
11. A.I.D.
12. Diplomat
13. Peace Corps
14. H.O.P.E.
15. Public Affairs Officer
16. Cultural Affairs Officer
17. Voice of America
18. U.S.I.A.

NOTE TO TEACHER RE: SELF ANALYSIS TEACHING FOREIGN LANGUAGES

Read instructions concerning use of previous Self Analysis quiz on Translating and Interpreting. Those instructions apply here too.

SELF ANALYSIS: TEACHING FOREIGN LANGUAGES

Directions: Check the line closest to the statement that identifies you. If you are uncertain check the middle space.

Am more willing to try something new rather than worry about making mistakes	_____	_____	_____	Am embarrassed to make mistakes (especially in front of other people)
Not worried about being popular as long as I know I'm right	_____	_____	_____	Don't like to do things that will make other people not like me.
Make at least average grades	_____	_____	_____	Make below average grades
Learn quickly	_____	_____	_____	Learn slowly
Like school and do extra work	_____	_____	_____	Do only schoolwork that is necessary
Talk and write well	_____	_____	_____	Talk and write poorly
Good planner and organizer	_____	_____	_____	Poor planner and organizer
Patient with questions	_____	_____	_____	Impatient with questions
Outgoing	_____	_____	_____	Withdrawn
Have a sense of humor	_____	_____	_____	"Touchy"
Volunteer	_____	_____	_____	Do not volunteer
Sensitive to Others	_____	_____	_____	Insensitive to Others
Pleasant personality	_____	_____	_____	Do not have pleasant personality
Have good imagination and can think up new ideas easily	_____	_____	_____	Tend to do things mostly in the way I learned them without changing anything.

Note: Parts of this self analysis is taken from the similar one used in the Curriculum Bulletin on Careers in Education developed by Mrs. Carol Bierne and Mrs. Linda Jolley.

CINCINNATI PUBLIC SCHOOLS

Education Center
230 East Ninth Street, Cincinnati, Ohio 45202

DIVISION OF STAFF PERSONNEL

APPLICATION FOR EMPLOYMENT

I. Personal Data

Last Name	First Name	Middle Name	Maiden Name	Husband's First Name, if Married

Present Address	Street and Number		Phone
	City	State	Zip No.
Home Address	Street and Number		Phone
	City	State	Zip No.

Please check: ☐ Male ☐ Female	Date of Birth: Month	Day	Year	Social Security Number	United States citizenship required for regular appointment.

II. Position For Which Application Is Made

I wish to be considered for: ☐ Full-Time Teaching ☐ Substitute Teaching

Date Available For Teaching Assignment _____

Please check field or area for which qualified: ☐ Kindergarten-Primary (Self-Contained, Kg.-3) ☐ Intermediate (Semi-departmentalized, 4-6) ☐ Junior High ☐ Senior High

Grades, subject matter or other areas of specialization _____

Areas of city in which you prefer to teach: ☐ Eastern ☐ Western ☐ Northern ☐ Central ☐ Downtown

III. Educational Data

Name of School	Location	Dates Attended From	Dates Attended To	Date of Graduation	Degrees Received	Semester Hours Earned
Secondary School, last attended						
Colleges or Universities attended						

TRANSCRIPTS OF ALL COMPLETED COLLEGE OR UNIVERSITY COURSE WORK ARE REQUIRED AND SHOULD ACCOMPANY THE APPLICATION. IF THE DEGREE IS NOT CONFIRMED, A SECOND TRANSCRIPT WILL BE REQUIRED UPON GRADUATION.

List approximate letter grade average for the following:

	Subject	Average Grade	Professional Education Courses	Average Grade
Major Teaching Field(s)				
Minor Teaching Field(s)			Total Course Work	

IV. Certification

NOTE: Please submit teaching certificate with this application. It will be returned to you promptly. If you do not hold an Ohio Teaching Certificate, contact Director of Teacher Education & Certification, Columbus, Ohio, for information.

Name of Ohio Teaching Certificates You Hold	Date Issued	Date of Expiration	Serial Number	Subjects or Grades Covered by Certificates

V. Military Service Record

What is your present military classification? _____

Service in the Armed Forces of the United States? _____ Branch of Service? _____

Dates served? From _____ 19 _____ to _____ 19 _____

Rank when separated from the service? _____

VI. Teaching Experience

Any gaps in total employment record will be subject to particular scrutiny and may disqualify candidate for consideration.

Have you ever taught under a continuing contract in the State of Ohio? Yes ☐ No ☐

Have you previously applied for a position in the Cincinnati Public Schools? _____ When? _____

List in chronological order your entire teaching experience including student teaching. (Use extra sheets, if necessary).

Years (Dates)	Name of School	Address of School	Nature of Position State Also Grades or Subjects	No. Months Taught

VII. Non-Teaching Experience

List in chronological order

Name of Employer	Address	Dates of Employment		Kind of Work
		From	To	

VIII. Professional References

List names of professional educators capable of judging your teaching competence or potentiality.

Beginning Teachers—Must include cooperating teacher and university supervisor for student teaching experience.

Experienced Teachers—Must include administrators and supervisors for two most recent teaching assignments.

Non-Certificated Applicants—Include supervisors from previous work experiences.

Full Name of Reference	Address	Position

SAMPLE

IX. Miscellaneous Information

List any membership in organizations, published works, academic honors or similar experiences which have contributed to your professional preparation. _____

Have you ever been arrested? (other than minor traffic violations) Yes _____ No. _____

If the answer is "Yes", please explain fully. _____

If you are appointed, you will be required to have a physical examination by a Cincinnati school physician.

List any physical and/or mental illnesses for which extended medical treatment was or is required. _____

Is your vision normal? If not, is it corrected with glasses? Is your hearing normal?

Interview – Before any applicant is appointed, he or she will be scheduled for an interview, participation in which does not in any way assure the applicant of an appointment. The initiative in scheduling the interview will be taken by the Division of Staff Personnel of the Cincinnati Board of Education.

ANY APPLICANT NOT EMPLOYED FOR THE CURRENT SCHOOL YEAR WHO WISHES CONSIDERATION FOR THE FOLLOWING SCHOOL YEAR MUST CONTACT THE PERSONNEL OFFICE BY MARCH 1 IN ORDER TO REACTIVATE HIS APPLICATION.

I hereby certify that the above information to the best of my knowledge is true, accurate, and complete. Any falsification of this record will be sufficient cause for disqualification. Furthermore, it is understood that this application becomes the property of the Board of Education which reserves the right to accept or reject it. References and personal information which become a part of this record are to be regarded as confidential and shall not be revealed to me.

Date _____ Signed _____

NOTE TO TEACHER RE: SELF-ANALYSIS AIRLINE SERVICES

Read instructions concerning use of previous Self-Analysis quizzes; the same instructions apply here.

SELF-ANALYSIS: AIRLINE SERVICES (Pilot, Stewardess, Ticket Agent, etc.)

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Well groomed with good appearance	_____	_____	_____	Poorly groomed, not always neat
Pleasant voice	_____	_____	_____	Too low, too high, or stuttering voice
Use good standard English	_____	_____	_____	Don't speak grammatically correct at times
Alert in all situations	_____	_____	_____	Attention wanders
Like to meet people	_____	_____	_____	Prefer not to meet new people
Self-confident	_____	_____	_____	Lack self confidence
Like to learn new things all the time	_____	_____	_____	Only like to learn the minimum necessary to get by
Even tempered	_____	_____	_____	Hot tempered
Calm under pressure	_____	_____	_____	Nervous under pressure
Willing to live away from home	_____	_____	_____	Like to stay where I am
Like to travel to many places	_____	_____	_____	Like to avoid hustle-bustle of traveling frequently
In good physical condition	_____	_____	_____	Not physically fit, or have other health problems
Willing to work unusual hours	_____	_____	_____	Only interested in regular day work
Tactful	_____	_____	_____	Usually blunt, not too tactful

SAMPLE DIALOGUE AND PATTERN DRILL

Dialogue:

Juan	Hola, Isabel. ¿Cómo estás?
Isabel	Estoy bien, gracias, ¿y tú?
Juan	Bien gracias.
Isabel	Oye, ¿quién es ese chico?
Juan	Es un amigo mío.
Isabel	Es muy guapo. Vamos, Juan; Preséntaseme.

Juan	Hi, Isabel. How are you?
Isabel	I'm fine thanks, and you?
Juan	Fine thanks.
Isabel	Hey, who is that boy?
Juan	He is a friend of mine.
Isabel	He is very handsome. Come on, Juan; introduce me to him.

Pattern Practices:

Hola, Isabel. ¿Cómo estás?
_____María¿_____?
_____Carlos¿_____?
_____Ana¿_____?
_____Tomás¿_____?

Hola, Isabel. ¿Cómo estás?
Hola, María. ¿Cómo estás?
Hola, Carlos. ¿Cómo estás?
Hola, Ana. ¿Cómo estás?
Hola, Tomás. ¿Cómo estás?

Oye, ¿quién es ese chico?
_____¿_____hombre?
_____¿_____señor?
_____¿_____niño?
_____¿_____médico?

Oye, ¿quién es ese chico?
Oye, ¿quién es ese hombre?
Oye, ¿quién es ese señor?
Oye, ¿quién es ese niño?
Oye, ¿quién es ese médico?

Es un amigo mío.
_____hermano_____.
_____primo_____.
_____tío_____.

Es un amigo mío.
Es un hermano mío.
Es un primo mío.
Es un tío mío.

Es muy guapo.
_____ feo.
_____ alto.
_____ amable.

Es muy guapo.
Es muy feo.
Es muy alto.
Es muy amable.

SELF-ANALYSIS QUIZ

AIRLINE SERVICES

PROCEDURE FOR EXPLORATION TRIPS

SCHEDULE CONSIDERATIONS:

An opportunity is to be provided for students to visit cooperating organizations in small groups for a highly personalized and individualized experience directly related to their career interests. It is essential to minimize the burden on cooperating organizations and to distribute this burden among all community resources and throughout the school year. To accomplish this, trips must be scheduled from the beginning of the school year, and be evenly spaced during the year until every student has been accomodated. The students in a quarter length exploration class may, therefore, participate in an exploration trip prior to, during, or following the time that the course is in progress.

PROCEDURES:

Once each month, or even less frequently, the teacher will need to:

1. Place a single phone call to a cooperating organization to set the date and time for the trip.

2. Notify Mr. Jerome Couzins (Education Center, 230 East Ninth St.) of the date and time for the trip.

3. Select six students from the Career Exploration class list.

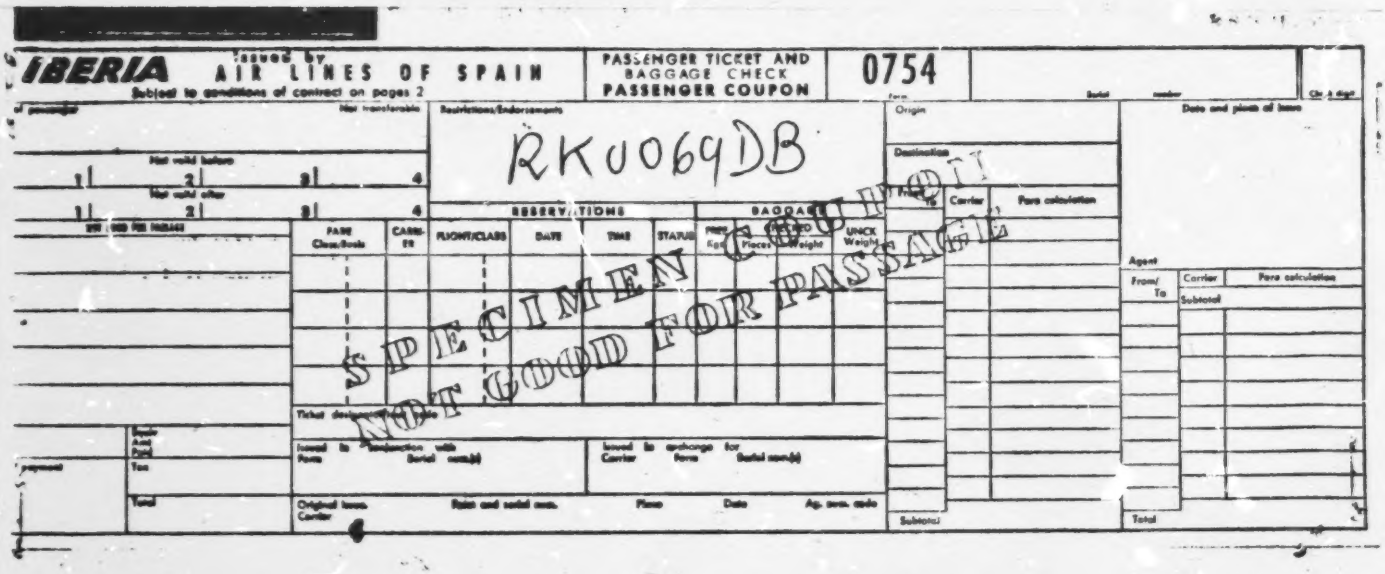
4. Send permission slips and trip report forms to the selected students via their homerooms.

Permission slips and report forms are illustrated on the following pages. These forms should be reproduced from this curriculum guide as required.

The career committee chairman or coordinator will provide you with a list of organizations which are known to be willing and able to accommodate your students. Addresses, phone numbers and names of persons to contact will be provided.

BLANK FORM FOR SAMPLE AIR TICKET

(see following two pages for additional information on air tickets)

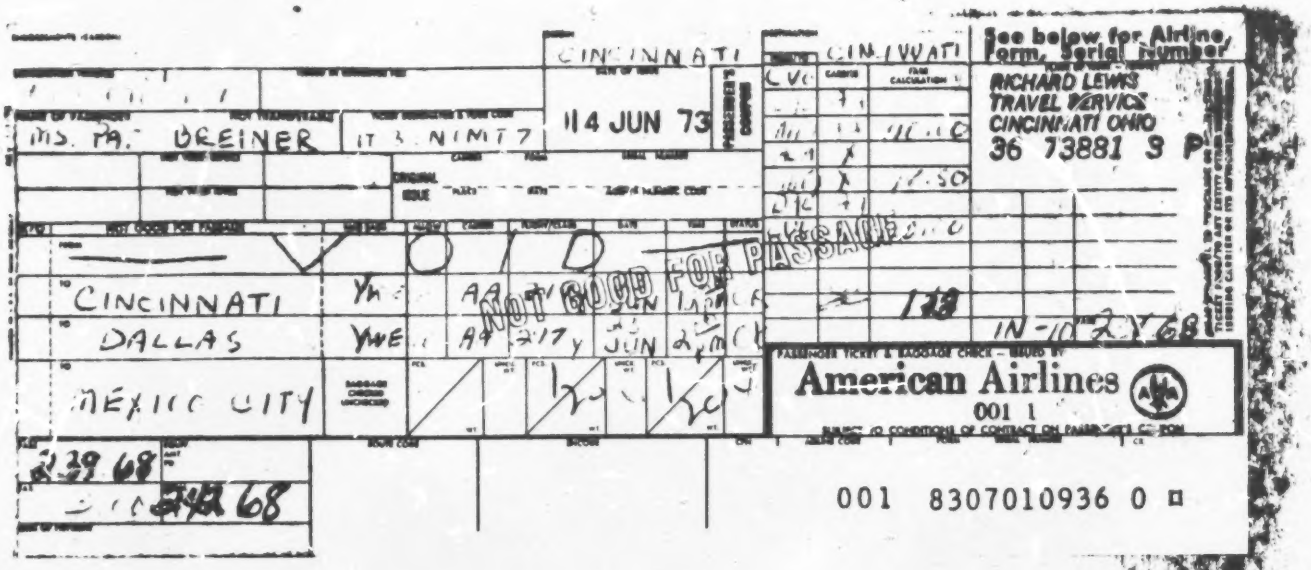

IBERIA Issued by AIR LINES OF SPAIN
Subject to conditions of contract on pages 2

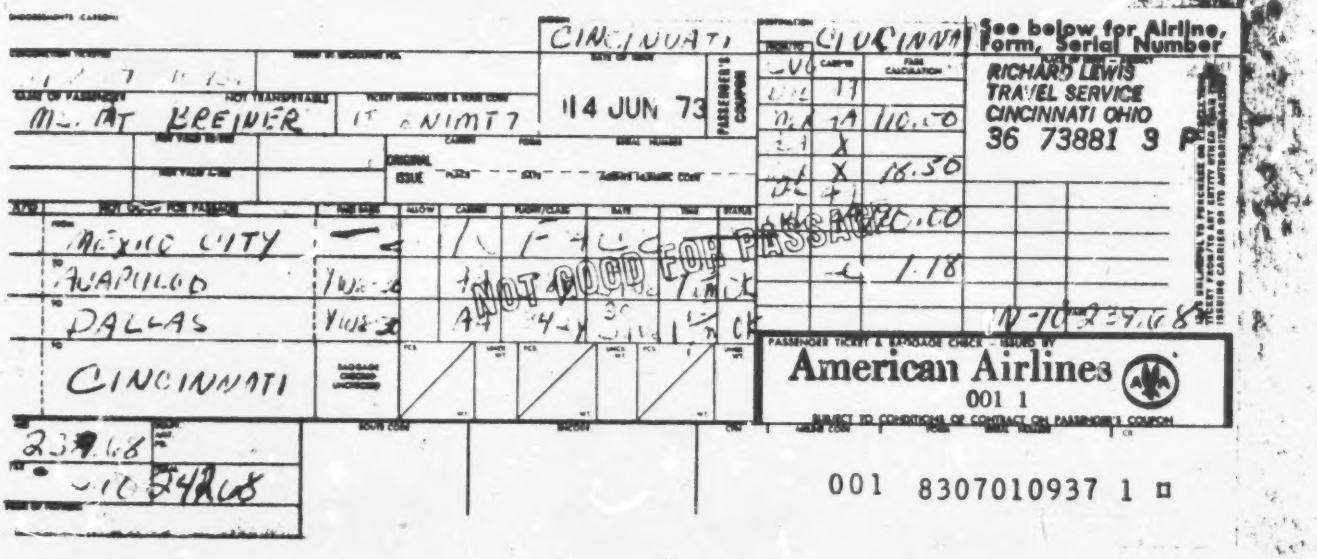
PASSENGER TICKET AND BAGGAGE CHECK
PASSENGER COUPON

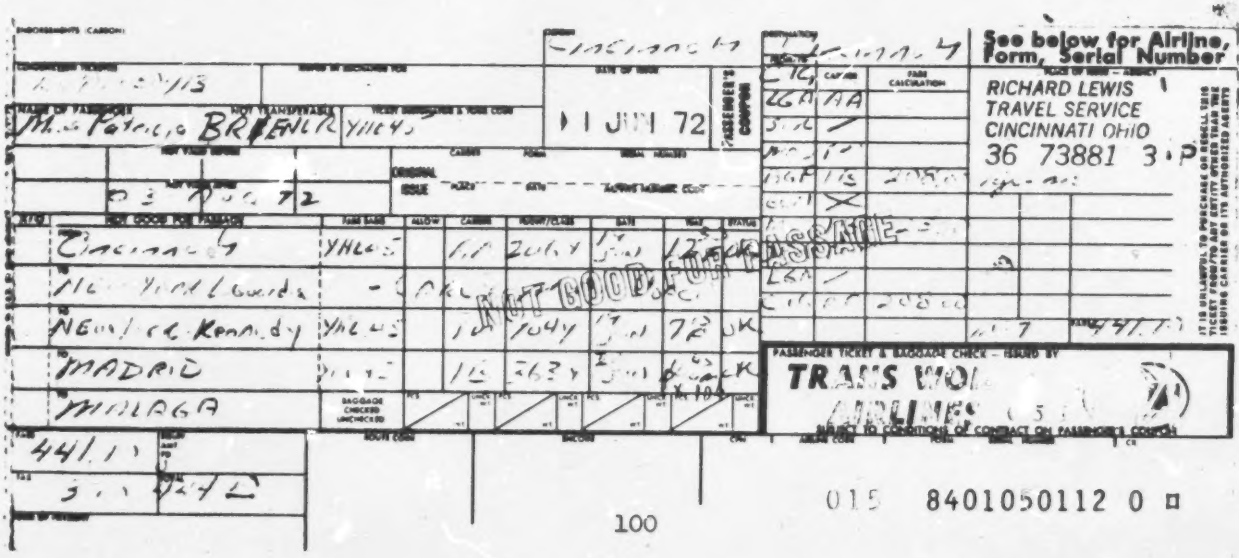
0754

RK0069DB

SPECIMEN
NOT GOOD FOR PASSAGE


CINCINNATI
14 JUN 73
MS. PA. BREINER
VOID
NOT GOOD FOR PASSAGE
CINCINNATI
DALLAS
MEXICO CITY
See below for Airline, Form, Serial Number
RICHARD LEWIS
TRAVEL SERVICE
CINCINNATI OHIO
36 73881 3 P
American Airlines
001 1
001 8307010936 0


CINCINNATI
14 JUN 73
MS. PAT BREINER
NOT GOOD FOR PASSAGE
MEXICO CITY
ACAPULCO
DALLAS
CINCINNATI
See below for Airline, Form, Serial Number
RICHARD LEWIS
TRAVEL SERVICE
CINCINNATI OHIO
36 73881 3 P
American Airlines
001 1
001 8307010937 1


11 JUN 72
Ms. Patricia BRIENER
NOT GOOD FOR PASSAGE
MADRID
MALAGA
See below for Airline, Form, Serial Number
RICHARD LEWIS
TRAVEL SERVICE
CINCINNATI OHIO
36 73881 3 P
TRANS WORLD AIRLINES
015 8401050112 0

NOTICE OF BAGGAGE LIABILITY LIMITATIONS

Liability for loss, delay, or damage to baggage is limited as follows unless a higher value is declared in advance and additional charges are paid: (1) For most international travel (including domestic portions of international journeys) to approximately $8.16 per pound ($18.00 per kilo) for checked baggage and $360 per passenger for unchecked baggage; (2) For travel wholly between U.S. points, to $500 per passenger on most carriers (a few have lower limits). Excess valuation may not be declared on certain types of valuable articles. Carriers assume no liability for fragile or perishable articles. Further information may be obtained from the carrier.

REV. 6-2-72

IMPORTANT RECONFIRMATION NOTICES

INTERNATIONAL JOURNEYS

If you break your journey for more than 72 hours at any point, please reconfirm your intention of using your continuing or return reservation. To do so, please inform the airline office at the point where you intend to resume your journey at least 72 hours before departure of your flight. Failure to reconfirm will result in the cancellation of your reservation.

If your journey is wholly within Europe, this notice does not apply to you.

JOURNEYS WITHIN CANADA/U.S.A.

Contact the carrying airline for the applicable requirements.

ADVICE TO INTERNATIONAL PASSENGERS ON LIMITATION OF LIABILITY

SAMPLE

Passengers on a journey involving an ultimate destination or a stop in a country other than the country of origin are advised that the provisions of a treaty known as the Warsaw Convention may be applicable to the entire journey, including any portion entirely within the country of origin or destination. For such passengers on a journey to, from, or with an agreed stopping place in the United States of America, the Convention and special contracts of carriage embodied in applicable tariffs provide that the liability of certain carriers, parties to such special contracts, for death of or personal injury to passengers is limited in most cases to proven damages not to exceed U. S. $75,000 per passenger, and that this liability up to such limit shall not depend on negligence on the part of the carrier. The limit of liability of U. S. $75,000 above is inclusive of legal fees and costs except that in case of a claim brought in a state where provision is made for separate award of legal fees and costs, the limit shall be the sum of U. S. $58,000 exclusive of legal fees and costs. For such passengers traveling by a carrier not a party to such special contracts or on a journey not to, from, or having an agreed stopping place in the United States of America, liability of the carrier for death or personal injury to passengers is limited in most cases to approximately U. S. $9,000 or U. S. $18,000.

REV. 6-2-72

The names of carriers, parties to such special contracts, are available at all ticket offices of such carriers and may be examined on request.

Additional protection can usually be obtained by purchasing insurance from a private company. Such insurance is not affected by any limitation of the carrier's liability under the Warsaw Convention or such special contracts of carriage. For further information please consult your airline or insurance company representative.

NOTICE

If the passenger's journey involves an ultimate destination or stop in a country other than the country of departure the Warsaw Convention may be applicable and the Convention governs and in most cases limits the liability of carriers for death or personal injury and in respect of loss of or damage to baggage. See also notice headed "Advice to International Passengers on Limitation of Liability."

CONDITIONS OF CONTRACT

1. As used in this contract "ticket" means this passenger ticket and baggage check, of which these conditions and the notices form part, "carriage" is equivalent to "transportation", "carrier" means all air carriers that carry or undertake to carry the passenger or his baggage hereunder or perform any other service incidental to such air carriage. "WARSAW CONVENTION" means the Convention for the Unification of Certain Rules Relating to International Carriage by Air signed at Warsaw, 12th October 1929, or that Convention as amended at The Hague, 28th September 1955, whichever may be applicable.

2. Carriage hereunder is subject to the rules and limitations relating to liability established by the Warsaw Convention unless such carriage is not "international carriage" as defined by that Convention.

3. To the extent not in conflict with the foregoing carriage and other services performed by each carrier are subject to: (I) provisions contained in this ticket, (II) applicable tariffs, (III) carrier's conditions of carriage and related regulations which are made part hereof (and are available on application at the offices of carrier), except in transportation between a place in the United States or Canada and any place outside thereof to which tariffs in force in those countries apply.

4. Carrier's name may be abbreviated in the ticket, the full name and its abbreviation being set forth in carrier's tariffs, conditions of carriage, regulations or timetables; carrier's address shall be the airport of departure shown opposite the first abbreviation of carrier's name in the ticket; the agreed stopping places are those places set forth in this ticket or as shown in carrier's timetables as scheduled stopping places on the passenger's route; carriage to be performed hereunder by several successive carriers is regarded as a single operation.

5. An air carrier issuing a ticket for carriage over the lines of another air carrier does so only as its agent.

6. Any exclusion or limitation of liability of carrier shall apply to and be for the benefit of agents, servants and representatives of carrier and any person whose aircraft is used by carrier for carriage and its agents, servants and representatives.

7. Checked baggage will be delivered to bearer of the baggage check. In case of damage to baggage moving in international transportation complaint must be made in writing to carrier forthwith after discovery of damage and, at the latest, within 7 days from receipt; in case of delay, complaint must be made within 21 days from date the baggage was delivered. See tariffs or conditions of carriage regarding non-international transportation.

8. This ticket is good for carriage for one year from date of issue, except as otherwise provided in this ticket, in carrier's tariffs, conditions of carriage, or related regulations. The fare for carriage hereunder is subject to change prior to commencement of carriage. Carrier may refuse transportation if the applicable fare has not been paid.

9. Carrier undertakes to use its best efforts to carry the passenger and baggage with reasonable dispatch. Times shown in timetable or elsewhere are not guaranteed and form no part of this contract. Carrier may without notice substitute alternate carriers or aircraft, and may alter or omit stopping places shown on the ticket in case of necessity. Schedules are subject to change without notice. Carrier assumes no responsibility for making connections.

10. Passenger shall comply with Government travel requirements, present exit, entry and other required documents and arrive at airport by time fixed by carrier or, if no time is fixed, early enough to complete departure procedures.

11. No agent, servant or representative of carrier has authority to alter, modify or waive any provision of this contract.

CARRIER RESERVES THE RIGHT TO REFUSE CARRIAGE TO ANY PERSON WHO HAS ACQUIRED A TICKET IN VIOLATION OF APPLICABLE LAW OR CARRIER'S TARIFFS, RULES OR REGULATIONS

Issued by the Carrier whose name is in the "Issued By" section on the face of the Passenger Ticket and Baggage Check.

SUBJECT TO TARIFF REGULATIONS

NOTE TO TEACHER RE: SELF-ANALYSIS CUSTOMS OFFICIALS

Read instructions concerning use of previous Self-Analysis Quizzes; the same instructions apply here.

SELF ANALYSIS: CUSTOMS OFFICIALS

Directions: Check the line closest to the statement that identifies you. If you are uncertain check the middle space.

Good memory	_____	_____	_____	Poor memory
Excellent physical condition	_____	_____	_____	Some physical problems
Interest in law enforcement	_____	_____	_____	Law enforcement not a major interest
Can work well with all people - including those who are antagonistic	_____	_____	_____	Shy away from antagonistic people; prefer to work only in friendly atmosphere
Interest in record-keeping	_____	_____	_____	Dislike working with data & records
Have a valid driver's license or willing to get one	_____	_____	_____	Unwilling to get license - or - have invalid license - or - have history of violations on license
Willing to take personal risks	_____	_____	_____	Unwilling to take personal risks
Good judgement	_____	_____	_____	Sometimes make errors in judgement
Calm under pressure	_____	_____	_____	Tense, don't work well under pressure
Willing to bear firearms	_____	_____	_____	Unwilling to bear firearms
Good character and moral background	_____	_____	_____	Previous arrests, associations, or background might prevent employment
Understanding of people whose ways are different from American ways	_____	_____	_____	Intolerant of people unlike myself

CUSTOMS DECLARATION FORMS
(samples)

UNITED STATES
CUSTOMS INSTRUCTIONS

Present to the Immigration and Customs Inspector
EACH ARRIVING TRAVELER OR HEAD OF A FAMILY MUST FURNISH THE FOLLOWING INFORMATION

Please Print:

FAMILY NAME	GIVEN NAME	MIDDLE INITIAL
PERMANENT ADDRESS IN UNITED STATES OR ABROAD		
VESSEL, OR AIRLINE & FLIGHT NO.	RESIDENT OF (Country)	
NAME & RELATIONSHIP OF ACCOMPANYING FAMILY MEMBERS		

The laws of the United States require that your baggage be examined and that you declare all articles acquired abroad which are in your possession at the time of arrival, including fruit and other plant material, meat and meat products. FALSE STATEMENTS MADE TO A CUSTOMS INSPECTOR ARE PUNISHABLE BY LAW. Consult "U. S. Customs Hints" and your inspector for full information on Customs exemptions.

NONRESIDENTS MAY MAKE AN ORAL DECLARATION after completing the above information.

RETURNING RESIDENTS may usually make an oral declaration after completing the above information. However, if the total fair retail value of the articles acquired abroad and accompanying you and your family exceeds the aggregate of $100 per person, YOU MUST LIST ALL SUCH ARTICLES IN WRITING ON THE REVERSE OF THIS FORM.

FOR OFFICIAL USE ONLY

NO. PIECES BAGGAGE EXAMINED	TIME COMPLETED	STAMP NOS.
INSPECTOR		
DATE	BADGE NO.	

DEPARTMENT OF THE TREASURY
CUSTOMS

LIST OF ARTICLES

State price ACTUALLY PAID. If not purchased, state fair price in country where obtained. You may combine articles costing less than $5 each and list as MISCELLANEOUS up to a total of $50. List separately all other items regardless of cost.

DESCRIPTION OF ARTICLES	PRICE PAID	CUSTOMS USE ONLY
TOTAL PRICE PAID		

Attach Continuation Sheets If Necessary

SAMPLE

U.S. CUSTOMS HINTS WORKSHEET

I. Some Terms To Know:

1) Declaration _____
2) Duty _____
3) Import _____
4) Export _____
5) Department of the Treasury _____

II. What Am I Allowed To Do?

A. What amount of goods (in dollar values) can one person bring into U.S.? _____

1. Must you declare those things included in this exemption? _____
2. What is a "family declaration?" _____

B. Tobacco

1. How many cigars can you import? _____ Except from where? _____
2. Number of cigarettes? _____

C. Liquor

1. How much alcoholic beverage may be imported by one person? _____
2. Age restriction? _____
3. May you mail it home? _____

D. Duty

1. If I go over the limit of my exemption, which things will duty be charged on? _____
2. How can I pay the duty charged? _____, _____, _____
3. Once I pay duty on an item, do I ever have to pay on it again? _____ What can I do to avoid this? _____ _____

E. Gifts

1. What amount of goods (in dollar value) can I mail home to people without duty being charged? _____
2. Must I declare (under my exemption) gifts given to me while I was abroad? _____

III. What Am I Not Allowed To Do?

A. Which of the following items are restricted from entering the U.S.? Meat, livestock, poultry, fruits, plants, vegetables: Which and why? _____

B. Can I bring in guns, knives, or other weapons either as souvenirs, antiques, or for hunting?_____

C. Can I bring in breads and bakery goods?_____
What about canned goods?_____

D. What countries can I not import goods from?_____, _____, _____, _____ What about China?_____

E. Are there any restrictions on importing a pet?_____

F. Are drugs admitted to the U.S.?_____What if I must take some drugs and medicines with me for my health?_____

IV. Helpful Hints

A. Why should I always ask for and keep sales slips?_____
_____

B. What is the best way to pack my souvenirs when I come home?_____
_____

C. When mailing film home, what precaution should be taken?_____
_____

NOTE TO TEACHER RE: SELF-ANALYSIS TRAVEL AGENTS

Read instructions concerning use of previous Self-Analysis quizzes; the same instructions apply here.

SELF-ANALYSIS: TRAVEL AGENTS AND TOUR GUIDES

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

Like to travel	_____	_____	_____	Dislike travel -- too much rush, too tiring, too much trouble
Willing to be on call 24 hours a day at times	_____	_____	_____	Only interested in day work
Work well with large groups	_____	_____	_____	Prefer to work with small groups or on a 1-to-1 basis with other people
Speak clearly	_____	_____	_____	Have some speech difficulties
Make friends easily	_____	_____	_____	Make friends slowly, only after long association
Well groomed	_____	_____	_____	Not always well groomed
Don't mind routine paper-work	_____	_____	_____	Dislike paperwork
Interested in foreign languages	_____	_____	_____	Little interest in foreign languages
Can handle emergencies calmly	_____	_____	_____	Scatter-brained in emergency situations
Interest in foreign cultures	_____	_____	_____	Not particularly interested in foreign cultures
Good memory	_____	_____	_____	Poor memory
Enthusiastic attitude	_____	_____	_____	Bored or apathetic attitude
Competitive	_____	_____	_____	Dislike competitive situations
Courteous	_____	_____	_____	Sometimes abrupt or rude

GUIDE TO PLANNING A TRIP

Date due:_____
Format: Final project will be presented in notebook form.
Exact details are listed below.

Specifications:

1) Trip should be from 10-15 days in length

2) Trip should visit no less than 4 major cities of a foreign country or countries (points of departure and arrival in the U.S. are not counted, such as New York, Boston, Los Angeles, etc.)

3) Arrange for the following items:

a. air transportation to and from destination
- find out which carriers go where you want to go
- find out price of ticket (roundtrip from Cincinnati) and time schedule
- write up air tickets

b. transportation within and between the cities you visit
- calculate price of transportation between cities (whether by air, bus, train, ship, or rented car)
- where possible, arrange a time schedule

c. hotel reservations
- choose hotels and calculate costs (remember to multiply the cost per night times the number of nights you plan to stay; also, if the price stated is for a double room, remember that, if you are traveling with someone, your cost is only half of that)

d. restaurants and meal costs (where will you eat and how much will it cost)

e. daily itinerary (what you plan to do or see each day, when in the day you'll see it, and how much it will cost)

f. what to pack (make a list of what you will take)

g. what you want to buy to bring home (where possible) and how much money you plan to spend on "souvenirs"

C. Resources

RESOURCE BOOKS

General

The following resources are available in either the school library or from one of the vocational counseling offices (at Aiken High School see Mr. Bert Mason)

Dictionary of Occupational Titles (D.O.T.) 1965 2 volumes

put out by U.S. Dept. of Labor
1st volume is most useful - has job descriptions

Desk Top Career Kit (better known as Largo Kit)

"Careers" Largo, Florida

Encyclopedia of Careers and Vocational Guidance ed. William

E. Hopke 2 volumes.
Volume 1 - has broad description of career fields (i.e. "Air Transportation")
Volume 2 - deals with specific occupations (i.e. "Pilot," "Stewardess")

Handbook of Job Facts ed. Carole J. Lang (better known as the S.R.A.)

Concise Handbook of Occupations, Costello, Joan M. and Wolfson, Rita P. ed., Chicago, 1971. (on order)

SPECIFIC

Morton, Alexander Clark. 1972-1973 Airline Guide to Stewardess Careers New York, 1972. †
Beaulac, Willard L. Career Diplomat. New York, 1964. †
Nathan, Raymond. Careers in Airlines Operations. New York, 1964. †
Sakell, Achilles N. Careers in the Foreign Service. New York, 1962. †
Cohn, Angelo. Careers With Foreign Languages. New York, 1963.*
Krosney, Herbert and Mary Stewart. Careers and Opportunities In International Service. New York, 1965. †
Boyce, Richard Fyfe. The Diplomat's Wife. New York, 1956. †
Harrigan, Lucille. Opportunities in Foreign Service. New York, 1963. †
Delaney, Robert Finley. Your Future in the Foreign Service. New York, 1961. †
Hendry, J.F. Your Future in Translating and Interpreting.* New York, 1969.

* Available in Aiken High School Library
† Available in Cincinnati Public Library (downtown branch)
Note: Any of these titles may be found in other libraries as well; they are listed here only for the libraries where there are actual known to exist.

OUTLINE FOR STUDENT NOTEBOOKS

Date due: _____

Page 1 - Title Page (sample to right)

Page 2 - Table of Contents (sample on next page)

CAREERS IN INTERNATIONAL

TRADE, TRAVEL, AND COMMUNICATION

Miss Breiner, Period 2

Date

CAREERS IN INTERNATIONAL TRAVEL, TRADE, AND COMMUNICATIONS

Table of Contents

Page

I. Getting Ready to Go! (Passport & Travel Information Sheet) . . . PAGE
(Note to Teacher: See form provided in this appendix)

II. Careers in Translating and Interpreting

A. Job Information Sheet
(Note to teacher: Once again a form is provided for this; the student should complete one of these for each of the six areas covered)

B. Self-Analysis Sheet
(Note: See form provided in this appendix; there should be one filled out for each of the six career areas)

C. Report of Magazine Articles
(Note: This section may only be applicable in some of the 6 career areas)

D. Sample Application Form
(Note: These may only be available in some of the six career areas)

E. Field Trip Report
(Note: A form is provided in the appendix; this section of the notebook may vary from student to student. If small group field trips are used, some students may have had a field trip in translating, while others visited airlines)

F. Extra Credit
(Note: This section may be included if the student wants. It is mentioned here as a help to the teacher, because it could help to determine the A's from the B's or C's when quarter grades are made out. News clipplings or extra reports may be included here as well as other material).

(Each of the following sections will include Parts A & B and possibly parts C, D, E, F)

III. Careers in Foreign Service

IV. Teaching Foreign Language

V. Careers in Airline Services

VI. Careers As Customs and Immigration Officials

VII. Careers in Travel Agencies

Note to teacher: You may also wish to have the students add additional pages concerning reports on speakers, films, etc. or you may wish to let the students do such things as extra credit. A number of forms and worksheets are included in Section F of the appendix for use in class; these may be included in the notebooks if the teacher desires.

PROCEDURE FOR EXPLORATION TRIPS

SCHEDULE CONSIDERATIONS:

An opportunity is to be provided for students to visit cooperating organizations in small groups for a highly personalized and individualized experience directly related to their career interests. It is essential to minimize the burden on cooperating organizations and to distribute this burden among all community resources and throughout the school year. To accomplish this, trips must be scheduled from the beginning of the school year, and be evenly spaced during the year until every student has been accomodated. The students in a quarter length exploration class may, therefore, participate in an exploration trip prior to, during, or following the time that the course is in progress.

PROCEDURES:

Once each month, or even less frequently, the teacher will need to:

1. Place a single phone call to a cooperating organization to set the date and time for the trip.

2. Notify Mr. Jerome Couzins (Education Center, 230 East Ninth St.) of the date and time for the trip.

3. Select six students from the Career Exploration class list.

4. Send permission slips and trip report forms to the selected students via their homerooms.

Permission slips and report forms are illustrated on the following pages. These forms should be reproduced from this curriculum guide as required.

The career committee chairman or coordinator will provide you with a list of organizations which are known to be willing and able to accommodate your students. Addresses, phone numbers and names of persons to contact will be provided.

CAREER EXPLORATION TRIP PERMISSION FORM

You are schedule for _____ (Career Course Title) which meets 1-2-3-4 quarter. Exploration trips will be scheduled throughout the year regardless of whether the course is in session.

A trip has been schedule for _____ (Date) to _____ (Name of Company) Please have this form signed and return to _____ (Teacher's Name) _____ (Room) before _____ (Date).

My son/daughter _____ has my permission to visit _____ on _____ with the Career Exploration Course _____. The group will return to school upon completion of the tour. There will be about six students in each group.

_____
Parent/Guardian Signature

_____
Date

The following teachers have been informed of my absence from class. (Teachers' signatures required.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

EXPLORATION TRIP REPORT

1. Course Title _____

2. Student's Name _____

3. Organization or Company _____

   Address _____

   _____

4. Major Products or Service:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

5. Major Types of Jobs:

   1. _____ 4. _____

   2. _____ 5. _____

   3. _____ 6. _____

6. What did you like best about this trip?

   _____

   _____

   _____

7. Did you see any jobs that you would like to do? List them.

   _____

   _____

8. What did you learn from this tour?

   _____

   _____

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Signature
Representative of Organization
Visited

FIELD TRIPS IN CAREER DEVELOPMENT

General Student Needs

1. Field trips commonize the background of the students so that there is a basis from which to develop a strong well-rounded instructional program.

2. Because the student is so far removed from his potential career, he needs a broad understanding and exposure to work.

3. Broad off-school-site experiences build readiness for learning by demonstrating that basic skills are essential to a productive work-life.

4. To thoroughly understand a career, the student needs to see the job first hand.

5. Students may not realize all the implications/facets of an occupation in terms of personal interests until they have an exposure to the worker in action.

6. Omission of hands-on experiences may cause a lack of credibility in those courses taught, in the upper levels.

7. While field trips benefit the student, they also benefit the teacher, who, without their assistance, is required to serve as expert on the details of many careers which are not necessarily related to his own speciality.

8. Field trips, when used correctly, can be a source of creating better communication and understanding between business, labor and industry in the community and the school.

Specific Student Needs

Field Trips will do the following:

1. Develop an appreciation/awareness that an individual's skills, talents and senses are used in a variety of ways.

2. Develop an awareness of the importance of responsibility and attitude for one's work.

3. Encourage the development of communication skills. Broad off-school-sites experiences demonstrate need and provide motivation for skill learnings.

4. Develop an awareness of the interdependence of the student and all workers.

5. Develop an awareness that there are many people who have different responsibilities in business, labor and industry.

GUIDELINES FOR IMPLEMENTATION OF FIELD TRIPS IN CAREER DEVELOPMENT

1. The local administrator is responsibile for observance of the guidelines by participating staff members.

2. The local administrator should take responsibility for appointing a person to finalize field trip arrangements.

3. There should be planning of each trip well in advance.

4. Teachers should make field trip plans in consideration of/consultation with other teachers who have a teaching responsibility for the pupils.

5. For the convenience of the faculty, field trip information should be given out several days in advance including destination, length of time out of school, and students participating.

6. The teachers should be aware/appreciative of the expense of the trip to the business or industry in relation to the time spent hosting visitors.

7. Teachers should justify the trip in relation to their instructional program.

8. Teachers who desire to take a particular field trip should plan the trip together, although they may not go together.

9. The faculty of each school may prepare a list of meaningful walking trips utilizing the resources of the local community.

10. After the arrangements have been made, and before the trip, there should be communication between the teacher and the contact person at the place where they are going to clarify teacher expectations.

11. Students should be adequately supervised not only for their safety, but to minimize the interruption to business or industry.

12. There should be well planned pre- and post-activities for each trip.

13. After each trip, there should be a note of appreciation to the business or industry. The teacher may communicate the extent to which expectations were met.

14. A follow-up report concerning the value of the trip and results relating to the specific reason for the trip should be submitted to the administrator/coordinator.

15. Identify the businesses and industries of the Cincinnati community that have only one representative (i.e. the phone company) and those businesses and industries that have multiple representatives in this community (i.e. bakeries, garages).

16. To avoid overloading of limited field trip sites, and to maintain privileges, it is necessary to clear requests for these trips through a central clearing office to be designated by Jack Ford.

17. Teachers may build a list of trips and experiences that parents could provide for their children outside of school hours.

LISTS OF MAGAZINE ARTICLES

A. Translators & Interpreters

1. World boom in television and book translation, UNESCO yearbook reports UNESCO Courier 24: 14-15 Feb. 1971

2. Way with language Ladies Home Journal 88: 175 Mar. 1971.

3. Do's & Dont's for translators. S. Wilkins Writer 83:27 Feb. 70.

4. Trials of a translator; translating Günter Grass. Time 95:73. Apr. 13, 1970.

5. Up against the language barrier il Business Week p. 164 Mar. 28, 1970.

6. U.N. interpreter: how to promote international understanding in 5 languages E. Spearn. il Senior Scholastic 96:11 / Apr. 27, 70.

7. Interpreter; story McCall's 99:56 December 1971.

8. Translation by computer; letter H.W. Sinaiko Science 174:1182 / Dec. 17, 71.

9. One of ours; story. New Yorker 47: 36-9 Oct. 16, 71.

B. Foreign Service

1. Undiplomatic reforms; tragic case of C.W. Thomas il por Time 98:20 Nov. 15, 71.

2. Dept. announces new emphasis in Foreign Service recruitment, Sept. 16, 1971. Dept. State Bul. 65:360-1 Oct. 4, 1971.

3. New foreign service and the job of modern diplomacy; remarks, November 16, 1971. W.P. Rogers Dept. State Bul. 65:675-6 Dec. 13, 71.

4. Death in the code room; Equatorial Guinea. por Newsweek 78:38-9 Sept. 13, 1971.

5. Easy chair; a welcome to Vienna. J. Fischer il Harper 243:14 Oct. 71.

6. Tally's triumph; T. Palmer wins sex discrimination case. por Time 98:20 Sept. 6, 71.

7. Dept. strengthens policy on equal opportunities for women. Dept. State Bul. 65:315 Sept. 20, 71.

C. Languages - Teaching & General

1. Learning languages: how pertinent? R.A. Pillet Ed. Digest 37: 54-6 Oct. '71.

2. Let's make foreign language study more relevant. M. Jackson il Today's Ed. 60: 18-20 Mar. 71.

3. *Learning languages: modern language aptitude test. Fortune 83:42 Mar. '71.

D. Airline Services:

1. Beauty on the wing; flight attendants. P. Van Wageman il Parents Mag. 46:64-8 May 1971.

2. Longer stewardess careers spark gains, frustrations for airlines. L. Doty. il Aviation Week & Space Tech. 94:29+ May 17, 1971.

3. Play now, fly later; fun at Sun Valley, Idaho. il Sports Illustrated 34:16-17 Jan. 18, 1971.

4. Stew at 30,000 feet; training. D. Butwin. il Saturday Review 54:72-6 Dec. 4, 1971.

5. Stewardesses: what the pros do when they fly for fun. M. Kunz il Ladies Home Journal 88:58 May 1971.

6. Airline employment stabilizing. R.S. Kahn. Aviation Week & Space Tech. 96:26-7 Feb. 21, 1972.

7. Off into the wild white yonder; bush pilots of Talkeetna air service. C. Phinnizy il por Sports Illus. 36:38-40+ Feb. 14, 1972.

8. Accident-prone pilot. T.H. Block il Flying 90:38-9 Feb. 72.

9. Why we fly. P. Garrison Flying 90:38-9 Feb. 72.

10. New rules R.B. Parke Flying 90:32 Mar. 72.

11. Student pilot (cont.) H. Jason Flying 90:30 Feb. '72.

12. Euphoric pilot; high density altitude performance. R. Blodget il Flying 90:104+ March '72.

13. Ten Hours of terror; experience of a hostage stewardess. T. Gallagher il pors Good Housekeeping 175:78-9+ July 72.

14. SOS; 24-hour strike Time 100:25-6 July 3, 1972.

15. Skyjack strike. il Newsweek 80:63 July 3, 1972.

16. Box seat; American airlines flight academy. G. Baxter. il Flying 90:108 June 1972.

17. Take off & landing wigs; D. Renninger. S. Lord. il por Harpers Bazaar 105:88-9 Apr. 72.

18. Corporate piloting: a new trip for blacks. il Ebony 27:72-5+ July '72.

19. Pilots get angrier; threat of skyjackings. Time: 100:30 Nov. 13, 72

E. Customs

1. Customs caper; drama. Plays 30:1-13. Mr. '71.

2. Hauling cartons and swatting mosquitos: a night with the U.S. Customs. R. H. Smith Publishers' Weekly 200:96-7. July 19, 1971.

3. Gains in the war against drug smugglers; interview M.J. Ambrose il por U.S. News and World Report 70:60-2+. June 21, 1971.

4. Vacationing in jail; crackdowns on drug smuggling il Senior Scholastic 98:12-13. May 17,1971.

5. Travelers warned of penalties for drug violations abroad; Department Announcement. Dept. State Bul 65:56-57. July 12, 1971.

6. Getting ready to clear customs; Sunset 148:76. April, 1972.

7. Airport guide to duty-free bargains, il Time 99:83. June 5, 1972.

8. How can you cut down on duty charges? M. Daly il Better Homes and Gardens 50:16. July, 1972.

9. Another connection; French heroin smuggling boat captured. Time 99:39. March 13, 1972.

10. Death along the border; U.S. customs agents and drug smuggling. il Life 73:51-52+. Nov. 3, 1972.

11. Grisly smuggling; heroin in G.I. cadavers il Time 101:25. Jan. 1, 1973.

12. Entering Mexico: The paperwork. Sunset 150:59. Feb., 1973.

13. Talks on customs preclearance between U.S. & Canada stymied. Aviation Week and Space Technology 98:25-6. April 9, 1973.

14. Claudia caper. il Newsweek 81:63. April 9, 1973

15. Highs from the sky: marijuana airlift from Mexico il Newsweek 81:25. Mar. 26, 1973.

16. Ban on preclearance clouds Eastern's Montreal shuttle. Aviation Week and Space Technology 98:27-8. May 7, 1973.

17. Canada getting the jump on U.S. airlines; customs preclearance discontinued. Business Week p 56+ Apr. 28, 1973.

18. Federal agents skin fur smugglers. C. Stallings il Audebon 75:97-8. May, 1973.

19. Under $10 gifts from abroad. Sunset 150:88. May, 1973.

20. How to pack a suitcase. il Mechanix Illustrated 67:59. Mar., 1971.

21. Passports, visas & customs inspections. E. Velke. Better Homes and Gardens 49:10+ Jan, 1971.

22. U.S. Passports remain invalid for travel to certain areas. Dept. State Bulletin 64:510-11. April 12, 1971.

23. Customs college il Travel 134:64-7. Dec., 1970.

24. Taking a trip abroad this summer? means test for tourists. D. Sanford New Republic 162:10-11. June 13, 1970.

25. Booming traffic in drugs: the governments dilemma il U.S. News and World Report 69:40-1. Dec. 7, 1970.

26. Narcotics; address June 23, 1970 M.J. Ambrose Vital Speeches 36:612-15. August 1, 1970.

27. Customs inspectors miss a lot, but don't count on it. J. Lee and B. Lee il Holiday 47:36-7+ Apr., 1970.

28. Formalities for those who go foreign. J. Hart Yachting 127:246-7, May, 1970.

29. Some Russian customs to be avoided. N. Simon il Pop Photography 66:32+ Feb., 1970.

30. Vacationing in jail il Sr. Scholastic 96:19. May 18, 1970.

31. War on drugs: its meaning to tourists il U.S. News and World Report 69:68. September 7, 1970.

32. Confessions of a canary, customs informers il Newsweek 74:48. July 28, 1969

33. Customs plan bypasses JFK jam. J.W. Carter Aviation Week and Space Technology 91:28-9. July 7, 1969.

34. Customs and cameras. B. Kelly il U.S. Camera 32:59+. Jan, 1969.

35. How to cross borders with your photographic equipment. L. Barry il Pop Photo 65:86-7+. Oct., 1969.

F. Travel

1. Services a travel agent can provide. Good Housekeeping 172:192. May, 1971.

LIST OF AUDIO VISUAL AIDS

Available from Cincinnati Public Schools, Resource Center, 2315 Iowa Street (369-4830):

1. No. 7745 - Special Report: Portrait of a Diplomat (Filmstrips and records for use in Foreign Service Exploration Activity #2)

2. No. 1644 - U.S. Customs Safeguards Cur Foreign Trade (16 mm color film for use in Customs Exploration Activity #5)

3. No. 157 - Citizen (28 min. film for use in Customs Exploration Activity #5)

4. No. 11533- Cincinnati Parts I and II (2" x 2" slides with guide - for use in Travel Agents Exploration Activity #6)

Available from Cincinnati Public Library (8th and Vine - 2nd floor, 241-2636):

5. Stack 33 - International Zone 7: The UN Interpreter (30 min. film - for use in Translating and Interpreting Exploration Activity #1)

6. Shelf No. 1286 - Peace Corps (27 min. color film - for use in Foreign Service Exploration Activity #2)

Available from Modern Talking Picture Service, Inc. (9 Garfield Place, 421-2516):

7. No. 4331 - The Only One (22 min. color film - for use in Teaching Foreign Languages Exploration Activity #3)